

**Analysis of how to develop international business knowledge of
Finnish employees
Case: Company X**

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<p>The research for this confidential thesis was commissioned by company X. The goal was to develop the knowledge of the Finnish employees of company X on how to conduct international business. An investigation into existing difficulties in internationalization was a secondary objective of this thesis.</p> <p>The outcome of this thesis includes the findings, and suggestions for company X. The main method of reporting the findings and suggestions was a PowerPoint presentation for company X. It also serves as a document for the company and is separate from this thesis report. For company X, this report will serve as an extension of the actual presentation.</p> <p>The thesis project began in November of 2011, and ended as scheduled in June 2012. The background for the research were the findings of two workshops from 2009, conducted by the human resource department of company X. Interviews with 10 specialists were the main method of data collection. The interviews took place between March 20, 2012 and April 17, 2012.</p> <p>The key findings were that the most beneficial international knowledge transfer methods for the employees of company X are on the job learning. Secondly beneficial is mentoring. It was noted that classroom training is at a poor level in company X and needs to be developed through assessing needs and five basic knowledge transfer factors. Findings relating to the internationality workshops of 2009 showed that there has been some development since then. Focusing on improving Finnish communication skills and small-talk skills, as well as face-to-face communication with a foreign customer, were seen as being of vital importance for further development.</p>	
Keywords Knowledge transfer, international business, skills, competences, knowledge, development, communication	

Table of contents

1	Introduction.....	1
1.1	Background to the topic.....	2
1.2	Non-disclosure agreement and background of company X.....	3
1.3	Research problem and investigative questions.....	5
1.4	Demarcation of the thesis	6
1.5	Key concepts.....	7
2	International business knowledge development.....	10
2.1	Developing the knowledge of individuals.....	10
2.1.1	Individuals as knowledge reservoirs.....	11
2.1.2	Knowledge transfer through direct communication	12
2.2	Noise in direct communication knowledge transfer.....	15
2.2.1	Five Basic knowledge transfer factors and noise	15
2.2.2	How to avoid controllable noise	16
2.3	Internationality workshops of company X.....	17
2.4	Key findings of the workshop data.....	18
3	Research interviews background.....	20
3.1	Planning the interviews & interviewee backgrounds.....	20
3.2	Conducting the interviews	24
3.3	Conducing the analysis of the interviews.....	26
4	The results of interviews	30
4.1	Competitive advantage of personnel of company X.....	30
4.2	The important skills and competences in international business	33
4.3	International business knowledge development needs per expertise.....	37
4.4	The best methods to learn international business knowledge.....	39
4.5	Development findings of company X since the year 2009.....	43
4.5.1	Creating social networks in Finland and abroad	43
4.5.2	Cultural knowledge and understanding foreign customers	46
4.5.3	Face-to-face communication with foreign customers	48
4.5.4	Use of electronic communication tools.....	52

4.5.5	The stiffness of Finnish communication and their lack of small-talk skills	54
4.6	Emphasized findings of interviews	57
5	Discussion	59
5.1	Key findings	59
5.1.1	Competitive advantages of company X's personnel	60
5.1.2	International business knowledge for company X	61
5.1.3	Findings of the four knowledge transfer methods	63
5.1.4	Development since 2009 workshops	64
5.2	Development suggestions	65
5.2.1	International knowledge development for company X	65
5.2.2	How to develop knowledge transfer methods	67
5.2.3	Continuous development from 2009 workshops	69
5.3	Suggestions for further research	71
5.4	Methodological reflection of the research	71
5.4.1	Company X's 2009 workshop data analysis	71
5.4.2	Assessing the specialist interviews	72
5.5	Presentation to company X and feedback	73
5.6	Personal learning	74
	References	76
	Attachments	79
	Attachment 1. The overlay matrix	79
	Attachment 2. The approach email and interview questions	80
	Attachment 3. The approach email and measurement questions for the international integration specialist	83
	Attachment 4. Finnish Thesis feedback by email	86
	Attachment 5. Finnish letters concerning intentionality workshops of 2009	88
	Attachment 6. The list of participants of 2009 intentionality workshops	89

1 Introduction

Introduction chapter serves as basis for the research, result and suggestions. The chapter may be used as reflection to the findings, and progress of the report. The introduction chapter includes such important subchapters as company background, and demarcation. Another key chapter is international business knowledge development, this is the chapter of the theoretical research. Into the theoretical research chapter, are included the data findings and background of the workshops conducted by the case company in 2009. Chapter three, which is the research interview background, explains the methodology behind the interviews. The chapter three aims to answer such questions as who were being interviewed, when, and how were the results gathered, and chosen. Chapter four focuses entirely to the results of the interviews that were the main data collection method of this thesis. That is the most extended chapter of the thesis due to massive amount of interview data. Discussion chapter aims to develop knowledge in accordance with the theoretical research of the chapter two, and the interview results from the chapter four. Into the discussion chapter the key findings are gathered and discussed, development findings are collected. The discussion chapter also holds within it methodological data analysis, suggestions for further research, company X feedback, and personal learning of the author.

This thesis has five key chapters and two supporting chapters. The key chapters are all the chapters from chapter one; the introduction, to chapter five; the discussion. Other key chapters are international business knowledge development, research interviews background, and results of the interviews. The supporting chapters are the Frame of reference and the Attachments chapters.

1.1 Background to the topic

International business knowledge plays essential role in the active participation of international business fields. According to Cavusgil, Knight & Riesenberger companies internationalize to seek growth and opportunities, as well as to strengthen their competitive advantages (2008, 18.) Company X is an international company and is under the authority of a global mother company. The general knowledge of the Finnish employees regarding how to conduct international business has been estimated at being at unsatisfactory level (thesis commissioner 2011.) One true step towards internationalizing the employees of company X is that company X has conducted two internationalization workshops in 2009. One goal of this thesis is to determine the key findings of the workshops (section 2.6) and then assess the development of the key findings of the workshops (section 4.5.) (Thesis commissioner 2011.)

The internationalization of company X according to authors' observation is mostly due to the several key customers expansions to foreign regions. The global mother company directs the international trade of the companies within different regions, thus disabling certain mobility and free choice, but enabling vast knowledge- and process reserves. Especially the orientation of the global mother company emphasizes the need to develop knowledge of the international business conducts through already existing need to be international.

The benefits for company X are plentiful. Research into opinions of ten internationality experts will give a new perspective to see how well does the company X manage internationality currently. There will be an assessment of development since the two workshops that were conducted in 2009. The assessment will allow company X to reflect the benefits of those workshops, and their results, and as well to see whether the focal point on development of internationality has shifted since 2009. The main finding will be an assessment on needed knowledge in international activities, and how that knowledge maybe transferred upon other employees of company X. The authors suggestions to development and future research will also be beneficial in giving certain guidance into what areas are in need of enhancement for company X's internationality development.

This company was chosen as the case company due to authors' profound knowledge of the product service department. The depth of the relationship between the author and the case company may not be described further herein due to the NDA. The topic emerged during discussions concerning the thesis, with the company X thesis commissioner and a human resource manager (2011.) Author has personal interest towards the topic, through interest in different development processes, and international business. The interests of the author are also in being able to meet in person and interview international business professionals, who have concrete experiences of international business in the real business field.

1.2 Non-disclosure agreement and background of company X

This thesis work was conducted under the effect of a Non-Disclosure Agreement between the author and the case company. Due to the NDA such precautions have been made as the name of the company is shown as: the company X, the affiliated companies have been renamed Affiliate 1, and Affiliate 2. The Affiliate 1 being the company that was set up before the Affiliate 2. Since the company is a part of a global mother company, yet quite autonomous, all references to the global mother company have been renamed simply as "global company", or "global mother company". All the numbers and calculations allowing the reader to research for the company X have been multiplied downwards with a certain figure that is not disclosed herein. The numbers have also been rounded up to the next full number. According to the NDA this document would be deemed secretive and views would be allowed upon the reader signing NDA with the case company. Because of this, anything that would cause the risk of revealing the case company to the reader, have been edited, but the reader is therein informed of the change, and the sort of change there has been made. These operations have been made to ensure the upmost transparency of the research while being able to not to reveal the case company X.

Company X works in Information Technology (IT) sales & services and has over 50 years of experience in the IT-field (Historia 2012.) They serve a variety of large customers but a vast number of smaller ones as well. They make deliveries in global scale. Company X is part of larger corporation and employs approximately 2660 employees in Finland and around 100 employees in Baltic Countries. The revenue of the company X was €422 million in the fiscal year 2011 – 2012. (Public communicator 2012.)

There are two affiliated companies, the first one was founded in the late nineties and the second one was established in the beginning two-thousands. Both companies were started as joint ventures but the affiliated company 1 was bought entirely by company X in mid two-thousands. The key departments considering the research for the thesis are human resources, infrastructure services and service delivery. Human resource department is the thesis commissioning unit but infrastructure services department and service delivery department are the most affected sectors by the results, suggestions and the research of thesis work. (figure 1.) (Public communicator 2012.)

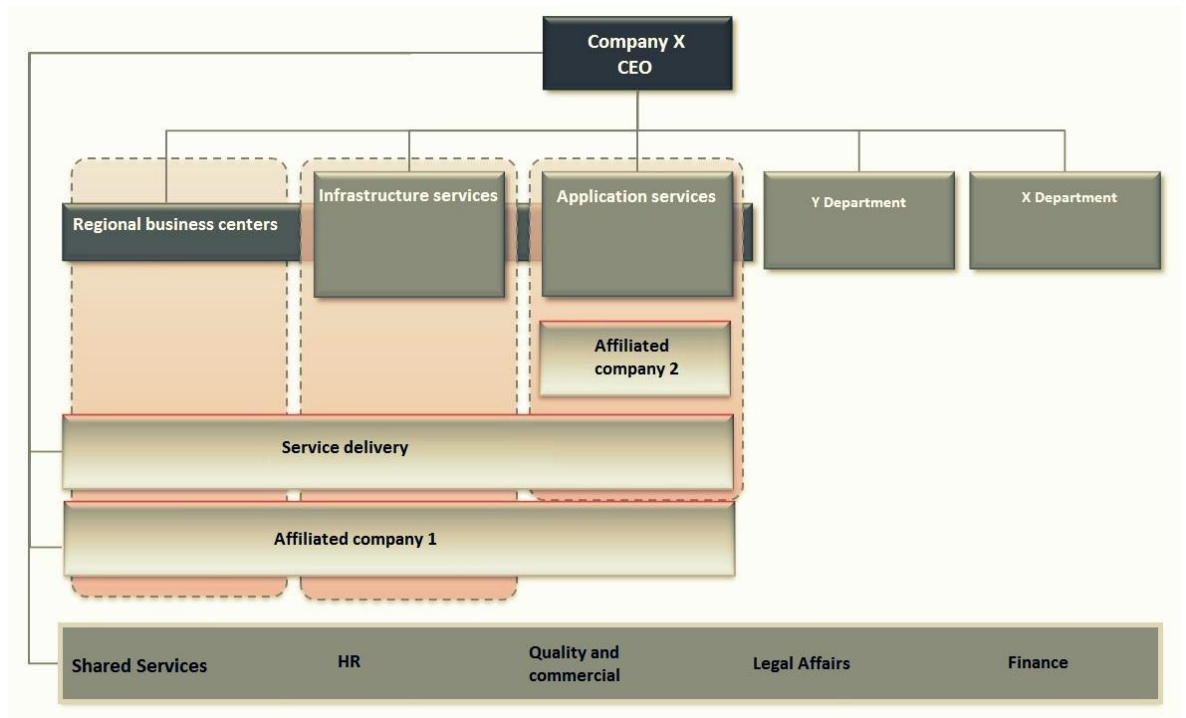


Figure 1. Company X organizational chart, colours and certain department names have been edited by author (Organizational chart 2012.)

The management model in company X is based in the values, the vision, and the goals. Method of leading in company X is determined through operative, and process leading methods. The most important ideal in process leading is to ensure that employees follow the accepted processes in their entirety and in accordance to demands. Those responsible of the success of the chosen management model are the members of the directory board. (Johtamismalli 2012.)

1.3 Research problem and investigative questions

The objective is to gather information and analyse the obstacles experienced by company X's employees in the international business activities. The aim is to find out what kind of skills would be needed to boost internationalization and how these skills could be improved. (Thesis commissioner 2011.)

The main need for this thesis came up in the discussions with the company X thesis advisor between November and December of 2011. That is to improve competitive advantage in international business, by developing the knowledge of individual Finnish employees of company X concerning international business. The secondary objective that also supports the main need is an obstacle analysis of any difficulties the employees within company X might encounter when striving toward further internationalization.

Thus the research problem was formulated into: **How to develop international business knowledge of the Finnish employees of company X?** This means that the commissioning company needs to improve its employee's skills that could thereafter improve the overall international business competences of those individuals. The word choice of author was 'knowledge' which is explained in more detail in key concepts chapter (1.5). Three investigative questions were derived from the research problem that are all aimed at getting the most accurate answers to the research problem, these questions are:

1. What knowledge is needed when doing international business in Company X?
2. What are the best methods to improve company X's personnel's knowledge in international business?
3. Are there difficulties in knowledge development in company X, if so how to overcome them?

1.4 Demarcation of the thesis

The research of international business knowledge focuses on competences of individual employees, and what skills of theirs can be improved. There will be no strategic views on international business in any other form except of that which serves the needs of human resource management and employee skills development.

Development of international business knowledge of Finnish employees is regarded as the main theme of the interviews and theory, researching difficulties in development of international business knowledge is also important part of this thesis. The interviews are conducted for employees who are regarded as internationalization specialists within the company X.

The main documentation tool for the company X is PowerPoint (Thesis commissioner 2011.) All research unto this are demarcated from this report, due to them being outside the scope of the research. The feedback provided in chapter five by different company X stakeholders of this report, are derived as the feedback for the thesis work itself (the process, results, suggestions, and presentation.) The company presentation was presented with PowerPoint in June 14, 2012 to the company X. The feedback is not for this thesis report document, although they discuss the same process, results, and suggestion.

Knowledge development is going to be crucial research and interview topic, because it can be used in getting benefit from the study. The research of knowledge development is restricted with a hypothesis that the employees do not independently search for ways to develop their knowledge, but neither are they unwilling to learn when such an opportunity presents itself. This demarcates the concepts of self-learning from the research.

Basic internationality activities are going to be researched also from service production, project work and sales to be able to formulate elementary ideas concerning what skills and competences to develop in those departments. The topics primary data is going to be gathered from the interviews. The main focus in the interviews is to find out what are the needed internationality skills and competences, how to develop the international business knowledge of the employees, but also to research if there are some clear obstacles that hamper the adopting of the knowledge needed in international business actions (Figure 2.)



Figure 2. The scope of the specialits interviews.

1.5 Key concepts

There are four key concepts used in this research. The most important concept is knowledge. International business, knowledge transfer- and development, and noise in knowledge transfer are the other key concepts of this thesis. Through explanations of these key concepts the reader becomes adequately aware of the topic surroundings to begin reading the theory framework, results and discussion. Further explanation to concepts are found where necessary, but are not included as key concepts.

Helsilä & Salojärvi explain that **knowledge** may be used in relevance to co-operation, motivation, and attitude (2009, 146.) Lepak & Gowan describe knowledge as key element in modern business environment, and identify it into two distinct categories that are practical- and technical knowledge (2010, 237.) Dowling & Welch connect skills, competence, abilities and knowledge by referring them to human competence (2005, 22.)

This thesis benefits most by combining these described attributes into a single word that is knowledge. The aim of using a single word to describe all the needed aspects described above is to benefit the reader. The reason why knowledge was found as the most descriptive word for this concept by the author is its many attributes described above.

International business according to Pohjola M. follows the same pattern of relative benefit as domestic business. The difference is the national borders that cause added difficulties such as tariffs and create a need for organizations that specialize in import and export of goods and services (2008, 211.)

The concept of **knowledge transfer and –development** in its most simple state is as follows: someone has knowledge, when someone else learns that knowledge from the individual who first had the knowledge, a knowledge transfer has occurred. And knowledge development may be put simply as: someone has a need for a certain knowledge, that someone creates knowledge through scientific method. This concept is closely connected with principles of learning, and four distinct learning styles explained by Lepak & Gowan in 2010.

The four learning styles are: Learning agility, self-efficacy, interest in a training program, and location (Lepak & Gowan 2010, 229 - 230.) People with high learning agility are referred as high potential individuals who seek new opportunities to learn from new experiences. Self-efficacy refers to a state of confidence that individuals have. Those with high self-efficacy are able to easily complete tasks given to them. Interest in training program refers to an idea that all individuals do not prefer similar training programs. The idea is that the training programs should vary as much as individuals do. Finally the location refers to an idea that certain individuals learn more in vast auditoriums, while others may require a small group work areas, and some learn while being at home alone. (Lepak & Gowan 2010, 229 – 230.)

Noise in knowledge transfer is a concept used to define anything that deflects and disturbs a message that is sent by knowledge transferor to a knowledge transferee. Noise makes the message difficult to memorize or understand (figure 3.) Author of this thesis concludes that it is impossible to transfer knowledge without any noise. This conclusion is based on the 5 basic knowledge transfer factors that Edwards & Rees (2011, 154) described and assessment of noise through the findings of Heath (2008, 57-67.) Although knowledge may not be transferred without any noise, according to Heat it is possible to partly minimize certain noise (2008, 57-67.) The noise that may be minimized is called controllable noise (Heath 2008, 57-67.)

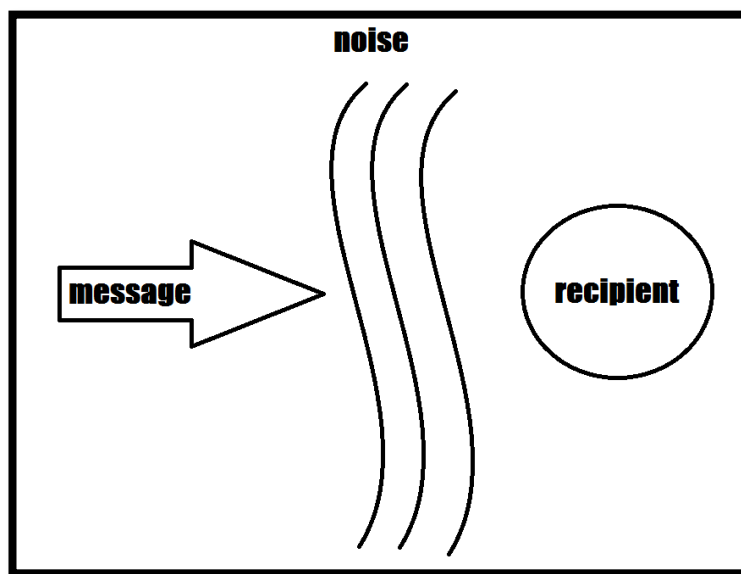


Figure 3. Noise in messaging

2 International business knowledge development

The chapter two includes the theoretical research and the research of the data of the two internationality workshops of the company X, conducted in 2009. The chapter aims to clarify how knowledge of individuals is developed theoretically, and what are the individuals that have the previous knowledge to begin with. Among the most important parts of the chapter two is the subchapter 2.1.2 which explains different knowledge transfer methods used to create suggestions in the discussion part in chapter 5. Subchapter 2.2 and its subchapters discuss noise and five basic knowledge transfer factors, this is equally important with subchapter 2.1.2. The last subchapters in chapter two discuss the workshops conducted by company X in 2009; what were they, how was the data used then, and how is it used now.

2.1 Developing the knowledge of individuals

There are two basic methods for developing the knowledge of individuals. One method is transferring the knowledge and the other one is building the knowledge. When transferring knowledge there are five basic factors that affect the transfer: source, channel, message, recipient and context. This thesis work will focus on transferring knowledge due to its relevance to realities in modern business world opposed to building knowledge. Knowledge may be built through experience, but this will not be researched in this thesis' theory due to its nature of being difficult to observe, assess and control. (Edwards & Rees 2006, 154.)

There are two different methods for transferring knowledge, other is through direct communication between individuals and other is by transferring 'knowledge reservoirs'. The knowledge reservoirs may be databases that hold within them collective knowledge of one or more individuals, or they may be the individuals themselves. The difficulty of the knowledge reservoirs as databases is the constant need for updating to keep the knowledge current. This thesis discusses different methods of transferring knowledge reservoirs as individuals and transferring knowledge through direct communication. (Edwards & Rees 2006, 154.)

2.1.1 Individuals as knowledge reservoirs

When individuals are transferred to new or different locations they always bring their knowledge with them. Transferring individuals as knowledge reservoirs within company happens, in modern business, for short periods of time. For example when something is built to a location where the local knowledge is not sufficient to get the work done, an individual as knowledge reservoir may be sent to that location to complete the job. This kind of behaviour is cost efficient if the knowledge of the assigned individual is not needed at job site after the job is finished. Knowledge reservoirs may also be new recruits to a company, who are acquired due to their already existing talents. When knowledge reservoirs are individuals the difficulty of transfer comes from the existing relationships and networking, but also from adaptation of the individuals to the new environment (Edwards & Rees 2006, 154, 157 - 158.)

According to Thornhill et al. certain individuals may be used as change agents through employee involvement strategies (2000, 228.) If the individuals who are included into these strategies are also knowledge reservoirs, they could be powerful change agents. Their strength would not only be in changing the work environment, but in transferring knowledge to their co-workers. The structure of the organization affects the success of employee involvement strategies: if organization is project-based and un-mechanistic there is more of a change to encourage individuals to be change agents (Thornhill et al. 2000, 233.) The type of organization affects more in creation of change agents than any specified action (Thornhill et al. 2000, 233.)

2.1.2 Knowledge transfer through direct communication

This thesis focuses on four different methods of knowledge transfer because they are among most commonly used in modern business area. These methods are on-the-job learning, coaching, mentoring, and classroom training. According to Lepak & Gowan other methods for knowledge transfer are the operations and procedures manuals, electronic-learning, audio-visual training, simulations, blended learning, college and university programs, compliance training, knowledge training, skills training, and behavioural training (2010, 231-238.) These are demaracted from this thesis because the chosen four methods include parts, or entirely same ideas as those methods chosen to be demarcated.

On-the-job training (OJT) is a very common method of knowledge transfer due to its seemingly low costs and ease of orchestration. Three specific programs of OJT are cooperative education, apprenticeship, and internship. (Lepak & Gowan 2010, 231 – 232.) When any of the given programs are used as a knowledge transfer method, the main issue that needs to be dealt with is to find a fitting trainer. The trainer needs to have the knowledge that is to be transferred, and also the knowledge of how to be a trainer. To be successful in the training, the trainer needs to fill at least the following 6 prerequisites.

1. Ability to prepare an orientation that ensures the trainees understanding of objectives of the training.
2. To be able to bond with the trainee to increase learning due to lessened anxiety.
3. Know how different tasks are completed and to be able to demonstrate them effectively to the trainee, and also to be able to argument why the tasks are important for the company.
4. Have the skills to answer any questions concerning the training and to give the trainee tools to underpin the given training independently.
5. Be able to observe the trainee in action and comment the work with constructive feedback.
6. Dedication to follow-up on the learned issues and the ability to debrief the trainee and to emphasize the importance of the training.

(Lepak & Gowan 2010, 232.)

Commonly students receive their first experiences in work life through *internship*. The goal of internship for the student is to be able to receive hands-on experience in work life. Internship aid students to combine the knowledge that was learned during education to the work experience of how that knowledge works in reality. For the employer the goal is to be able to recruit top-students in case any of them ends up as interns. *Cooperative education program* has similarities with the goals of internship but differences with the set up. In cooperative education program the student works for a certain period and goes to school for a certain period, but this happens in multiple cycles. In internship the student starts the work life learning experience and works for a given period of time, and then returns to school. (Lepak & Gowan 2010, 232 – 233.)

Apprenticeship is an old method of transferring knowledge in a skill-based trade. The classic set up for apprenticeship learning includes a master and an apprentice. The master is a sovereign leader in this set up and teaches the apprentice all, and only those, skills that the master has found necessary for the learning of the trade. (Lepak & Gowan 2010, 232.) In office surroundings the master is someone who has acquired the knowledge-to-be-transferred and is ordered to transfer that knowledge to another employee or the direct manager in chain of command teaching a new employee the skills the employee needs.

Coaching and mentoring have many similarities, but they must not be mixed due to their differing purposes and because their strengths are within those differences. Coaching started as a method to help troubled employees overcome their difficulties and increase performance. Coaching is commonly focused to a certain skill or two. The scope of coaching should be kept narrow because it is meant for effective short-term development of the employees' knowledge. How the core coaching happens may differ a lot due to its nature of being one-on-one. Coaching has been found to be an efficient way of transferring knowledge. The coach can be anyone with sufficient skills and time to use in order to aid the individual into reaching a pre-set goal, thus coaches are commonly hired from outside the company, and are individuals whose core function is to coach. (Lepak & Gowan 2010, 236.)

Mentoring is meant for more long term transfer of knowledge, and is good for situations for example when a new manager receives training and support from an older manager. Mentoring underpins the relationship between the knowledge transferor and receiver, where in coaching the relationship is a mere tool for achieving a goal. In mentoring the time is not as much an issue, due to long term nature of the relationship and commonly longer time-spawn between meetings of knowledge receiver and transferor. (Lepak & Gowan 2010, 236.)

Both knowledge transfer methods have one knowledge receiver, and transfer of knowledge happens mainly with receiver dictating the transfer. It is possible to have more than one coach or more than one mentor. In coaching it would make more sense to have more than one coach, to maximise the learning and widen the perspectives of the knowledge receiver. In mentoring, more than one mentor is not an impossible idea, but when there are more mentors the important relationship-building-part of mentoring diminishes due to shared time between several mentors. The extent of knowledge transfer period differs, and the relationship between knowledge transferor and receiver is focused differently in mentoring and coaching. Also the amount and focus of the knowledge transfer may differ. (Lepak & Gowan 2010, 236.)

Classroom training needs to be carefully planned if all the benefits of it are to be exploited. Classroom training is traditionally one of the most used methods of knowledge transfer, because it is a low-cost method. But classroom training is also among the least effective ways of learning. Classroom training holds within it a wide array of different methods of how to transfer knowledge, for example role playing, discussion, problem based learning, workshops, and lecturing. (Lepak & Gowan 2010, 233.)

The effectiveness of the classroom training is enhanced if the gained experience of those attending is taken as a supporting element through the classroom training event. One hour of classic lecturing delivers a mere 12 minutes of long-term learning. Only 20% from the total knowledge that was supposed to be transferred will be durable and stands the test of time. In order to achieve as high knowledge retain value as 90% the knowledge recipients should use audio-visual and physical methods to aid in the training. In other words knowledge transferors should make knowledge transferees see, do, say, and listen. (Fanning 2011, 43.)

2.2 Noise in direct communication knowledge transfer

There are two basic forms of noise: controllable noise and uncontrollable noise. The uncontrollable noise is all the things that happen during knowledge transfer that distracts the message and cannot be helped. The controllable noise is anything that the knowledge transferor can do something about, for example the chosen method and tools of transferring knowledge (Heath 2008, 56-57.)

2.2.1 Five Basic knowledge transfer factors and noise

Individuals with knowledge are called a *source*, but the knowledge of the source is in a format that is clear only to their own understanding. When the source starts transferring its knowledge, it needs to pack that knowledge into a new format. The format is either in audio, visual or it is dependent on physical contact. At this stage the first external noise is introduced. Packing the knowledge into a format that would be as understandable to everyone else as it is to the knowledge transferor is extremely challenging task. The format is then introduced to knowledge transferees through a *channel* this channel heavily dictates what format the knowledge can be encoded to. For example if the knowledge transfer session happens in an empty room that lacks any tools and the transferor and transferee are both in mint physical condition the mostly used channel is sound waves with message in audio format. In other words; spoken and heard. (Edwards & Rees 2006, 154-155.)

Once the knowledge has left the source and moves through the chosen channel it is a *message* that is supposed to reach a *recipient*. During this stage the message is under an influence of all possible uncontrollable and controllable noise. After the message has reached the recipient it is then assessed, and put into knowledge format of the recipient and stored making the recipient a potential new source. Too much noise in this transfer might cause the whole message and therefore the knowledge, shift its entire purpose and meaning, causing the new source to store and possibly share distorted knowledge. And finally this whole process is in danger of losing all value if the last factor: *context* is used wrongly in the knowledge transfer. (Edwards & Rees 2006, 154-155.)

2.2.2 How to avoid controllable noise

Controllable noise is all the things that happen during knowledge transfer that disturb the message, but can be controlled by the knowledge transferor (Heath 2008, 56-57.) The first thing in noise control is to recognize the sources of noise. The identification of noise begins when planning the knowledge transfer session. A thing the knowledge transferor needs to take in account is for example the channel of transfer; does one use computer, whiteboard or no tool at all. (Heath 2008, 30-33.)

Removing noise is a delicate process, because one must be careful not to remove matters of value but to remove all the unimportant information. Once all possible sources for controllable noise have been identified and removed or minimized, the next step for the transferor is to arrive to the set of knowledge transfer before the session. By arriving to the knowledge transfer site early the knowledge transferor may reorganize the site, and minimize and remove all external, location-related noise. (Heath 2008, 30-33.)

It is also important to ask from the transferee whether there is noise that disturbs the transfer. This way all possible controllable noise sources can be identified and removed before the transfer session. During knowledge transfer, controllable noise can be assessed through observation, as long as assessing the noise does not become a source of noise itself. All the noise avoidance methods above that were introduced in this chapter are derived from publication of Heath. (Heath 2008, 30 – 33.)

2.3 Internationality workshops of company X

Company X conducted two workshops in 2009 to investigate what are the key issues and problems concerning the internationality of company X. The workshops took place 5.10.2009 and 13.10.2009. In the workshops there were 31 individuals from service production, infrastructure services, sales, and customer support. The complete lists of current titles, departments and units of the attendees of the workshops are available as an attachment six. Certain individuals have left the service of company X, and due to NDA certain individuals are depicted as unknown in the lists. This is because the only information left concerning them was their names and those cannot be used without jeopardizing the agreement with case company.

The titles of the workshop attendees were mostly managerial level, still ranging from project directors to support of use. Sixteen employees attended into the first workshop, and into the second, fifteen employees attended. These workshops were aimed to gather knowledge from individuals who have experienced international business aspects within their work. Main goal of those workshops were to support further internationalization through knowledge of what needs developing. All the information to this chapter comes from a word document that was received from company X's thesis advisor January 9, 2012.

From the gathered data HR business partner created an internationality expert community action plan for a time frame beginning from 1.4.2010 and ending to 31.3.2011. The internationality expert community was short-lived with a lifespan of approximately one and a half years, and then it withered away (HR business partner 2012.) The author used the same data that was gathered from the workshops to make findings of his own, and those findings were approved by thesis advisor of company X in January 10, 2012. The findings of the author are discussed in chapter 2.4. The process description of the internationality expert community will not be described herein due to it being off the scope of this thesis research.

The data that was used to gather the results of the workshops were in two separate Word documents, in the first document were the participants to both workshops, and in the second were the conclusions written during the workshops. In the conclusions file there were a total of 874 words, and it was written in Finnish, under four main topics: notes, more information and conversations, theming the found subjects, and developing the processes.

2.4 Key findings of the workshop data

Forming personal contacts was noted to be of vital importance when developing international business knowledge of the company and it was found that there was a lot of developing to do at that area still, in company X. Creating more Finnish connections was noted as important factor.

Knowing the culture of the foreign customer and the culture of the area where the foreign customer works in was found important and difficult. Especially getting more knowledge in the customers' core-business was seen important. This was seen as a possible way to lower costs by avoiding mistakes during service, and when starting a service.

Face-to-face communication whether by the assistance of electronic communication tools or being physically present was found important in order to be able to avoid misinterpretation of messages, both sent and received. Another findings was that emails should be used as little as possible when dealing with foreign customers.

The Finnish way of communicating was deemed stiff and it was noted that there were no proper small-talk skills. These skills were found to be important when getting to know the customer and before acting out the real interests of the meeting. Knowledge on how to communicate properly was hoped to be enhanced as well. During communication the information should be clear, material that is to be used should be rewritten instead of referenced to, communication should be continuous, usage of common terms instead of a lingo should be applied, the communication between company X and a customer needs to continue throughout a project, the knowledge concerning the communication culture should be available: when to negotiate, is the message understood, what is the common lingo, how to use effective live-meeting-tool, and all the experiences should be shared among peers to make it easier for the others to work in same kind of situations.

Other important aspects that came up were that language skills were noted at being at acceptable level already, but more confidence was hoped to be achieved in usage of foreign languages. Usage of emails in Finnish business communication is different than elsewhere, it has been used as a documentation method and in some countries the privacy of emails is completely different e.g. foremen may read the emails of their subordinates.

3 Research interviews background

This chapter focuses on what grounds the interviewees were selected, what are the backgrounds of each interviewees in international business field, and how the interviews were planned. The methodology of the interviews is discussed in detail. Starting from how the interviews were planned beforehand, moving to what happened when the interviews were conducted, and finally how the results were analysed.

3.1 Planning the interviews & interviewee backgrounds

The author was able to book 10 interviews with specialists of internationalization in the company X. These specialists were mainly experts of the four key areas that this thesis focuses to; human resources, sales, project work and service production and in addition they specialized in internationalization within their own area of expertise. One of the interviews focuses on external image from the perspective of the global company, by specialist of international integration within the global company. All interviews except the one with the integration specialist were conducted in Finnish. The exceptional interview was conducted in English. Table 1 holds within it the titles of each interviewee placed within the domains of their expertise, this is done to add clarity. The unequal distribution of interviewees per specialty was first discussed in a conference with the thesis advisor from company X, and HR director of human resources in November 25, 2011.

The most important thing was to get the interviewees that would have most international experience instead of focusing strictly to the given four key areas. This was to happen within boundaries of relative importance, where international experience and the four key areas were weighed in such manner that both goals were to be achieved. An email containing names of prominent interviewees was sent by the project manager from project work in November 29, 2011 to the author of this thesis. All interviewees except the director of operations and service were pre-set by that time. Hence it is suffice to say that the unequal distribution of interviewees per specialty was a request from the commissioning company, and therefore instead of lessening the validity, it actually increases it.

The backgrounds of international activities of the interviewees listed below, are gathered from the thesis conference in November 25, 2011, email in November 29, 2012 and from the interviews conducted as show by the table 2, in chapter 3.2. The question to collect the backgrounds was mainly the question 1 of the interviews as shown in the attachments 2 and 3, but also from any part of the interviews where the interviewees explained their histories in international business field in company X or the global company.

The management consultant from sales has served as developer of the sales process during the year 2011. The purpose of the sales process development was to get the entire process to be in more accordance with the global sales process. Another international specialty for the management consultant is a role in development progress of international service production. Goal of the international service production process development is to be able to produce local service to an international firm, mostly a Finnish firm.

Development manager from sales is in charge of subjects of quality and working order of the infrastructure services department. She has currently participated in a large amount of international start-up projects. There have been two types of these projects: either company X starts a customer relationship with a customer that has sites in global scale, or the project is lead from another of the global company countries and a piece of the service is produced in Finland. She works in project direction directory board. Her mission in the board is to make sure that projects are going as planned, and that the services that were promised to the customer are started up.

Project director from sales participates in all international competence development projects. His aim is to keep the international vision apparent in the competition field of company X. He has been observing international projects and recently has been pulled to internationality development processes.

Senior HR manager from human resources explained her focus being in supporting sales in business transactions, especially in human resource transfers. She acts as a coordinator in such transfers which are oriented outwards from Finland as well as into Finland. She also produces material for any bids that have to do with human resource transfers and expatriate missions. She is a part of an international team that meets weekly through electronic communication methods.

Department manager from service production has been doing international tasks for 5 – 6 years, and has been an expatriate in 2006 – 2007 in South Africa. The expatriate mission concerned transferring server management to a branch of global company in South Africa. Currently South African branch handles 50% of all servers of company X. At 2010 the department manager got all service production related international projects under his management. He now leads a small internationality team in service production. The team operatively manages South African operations, manages international onsite enquiries, and observes services desks in Poland, China, Kazan, and partly Estonia.

Project manager from project work has been working as an expatriate in India in 2007 – 2008. During that time several offshoring activities were launched in company X and its affiliates. She currently focuses on managing international prospects within company X and affiliated company 2. The goal of the expatriate mission in 2007 – 2008 was to research and take benefit from the low cost countries. She has managed an international competence development project in 2010 – 2011 with the service development manager from service production.

Service development manager from service production has been participating in managerial role in international competence development project with project manager from project work in 2010 – 2011. The service development manager actively promotes international integration in his current work.

Director of operations and services from international integration has a long history of working in global company, and in international field. He has been working in Japan, United States of America, China, Europe, and India. The entire time in the global company in time frame of 26 years. Currently his focus is in northern Europe. He is an adept solutions constructor in international trade and integration. He has been working in the Nordic area in the global company since 2008 and since then in close cooperation with Finns as well.

Service director from project work has previous experience of leading the infrastructure services (figure 1, chapter 1.2.) He has been working in international business area as representative of service management and in his current position has wide range of daily interactions in international business.

Service manager from project work conducts international business through an international customer. He found a problem in personnel's international business competences, and investigated it and is now focused on developing it. He has been in United States of America to investigate a customer reclamation concerning international service desk activity.

Table 1. Interviewees' titles by their areas of specialty

Sales Management consultant Development manager Project director	HR Senior HR manager
Service Production Department manager Service development manager	Project Work Project manager Service director Service manager
International Integration Director of operations and service	

3.2 Conducting the interviews

Interviews were conducted in time span of approximately one month and one week. The interviews begun February 23, 2012 and the last interview took place April 2, 2012. All the interviews were conducted within different premises of company X's in Helsinki, except for one that was conducted within the premises of company X in Tampere. All but one of the interviewees were first approached by an email, then a meeting was agreed upon and finally the interview was conducted. The English translations of the approach email and questions are included in the attachment 2. The international integration specialist happened to be in conversation with the department manager from service production during a set time for that interview. The interest for the integration specialist to participate into the study as an interviewee was enquired then, he agreed to be interviewed immediately. An appointment was set and questions were sent via email to the integration specialist. The attachment 3 includes the approach email and questions that were used for the integration specialist interview.

Table 2 holds within it the dates and times of each interviewee in chronological order. Most interviews took around an hour to be completed. Two interviews took more than an hour. The interview with the director of operations and services took an hour and thirty minutes (table 2) but included more small talk. And the interview with management consultant took one hour and twenty minutes (table 2), but he was determined to answer as widely as possible to the questions. An hour was adequate amount of time in eight out of ten interviews. It was also noted that because most of the interviewees work in similar duties, in close quarters, they may have been discussing the interviews that were taking place, therefore giving those who were interviewed last time to be prepared more. Also the time of the day played a role in the style of the answers given by interviewees. According to the observations of the author of this thesis, answers given in between 10:00 – 13:00 were broader and the interviewees appeared more fatigued than interviewees in the interviews conducted between 13:00 – 18:00.

Table 2. Interview order, times and cities

	Title	Department	Date and time	City
1.	Management consultant	Sales	March 20, 2012. 10:00 - 11:20	Helsinki
2.	Development manager	Sales	March 20, 2012. 13:00 - 14:00	Helsinki
3.	Project Director	Sales	March 20, 2012. 14:30 - 15:30	Helsinki
4.	Senior HR manager	Human resources	March 23, 2012. 12:00 - 13:00	Helsinki
5.	Department manager	Service production	March 28, 2012. 11:00 - 12:00	Helsinki
6.	Project manager	Project work	March 28, 2012. 15:00 - 16:00	Helsinki
7.	Service development manager	Service production	April 2, 2012. 13:00 - 14:00	Helsinki
8.	Director of operations and services	International integration	April 2, 2012. 16:15 - 17:45	Helsinki
9.	Service director	Project work	April 13, 2012. 10:40 - 11:40	Helsinki
10.	Service manager	Project work	April 17, 2012. 15:00 - 16:00	Tampere

The questions were formulated into two themes; theme one focusing into the internationality specialization of the interviewees. Theme two focused into the results of the internationality workshops that were conducted in 2009. The idea was to extract information whether there had been development, and if so, if it was negative or positive. International integration specialist had a slightly modified set of questions, but the goal of those was the same as with the other interviewees; how to develop international business knowledge of the Finnish employees of company X? The research problem served also as the final question in the end of each interview.

The audio-recording device was loaned from the library of Haaga-Helia. Once each interview was conducted the author immediately transferred the data from the recording device into a computer. The computer was approved to be secure by the commissioning company. After the data transfer the recording device was carefully emptied and its memory formatted to comply with the information technology security rules of company X. Before the interviews the device was checked and tested as suggested by Hirsjärvi & Hurme, and the agenda of the interviews was gone through with the interviewees (2001, 184.) First audio to be recorded by the author during the interviews was the date and the time of the interview, and the name of the interviewee. Purpose of this was to allow easier tracking of the data in later stages of data handling.

3.3 Conducting the analysis of the interviews

The analysis method used to gather results into themes from the data was content analysis. After analysis of the content the results were themed. This method was chosen because of a large amount of data and due to specified nature of the interviews. The themes were built by first finding the main topics that were found as being the most important by the interviewees. This was done by going through the transcripts of the interviews and finding the common variables.

The transcripts contain a total of 26 192 words and the interviews that are transcribed are all but one in Finnish. The length of the transcripts when the font is set to Garamond 13, and line spacing to 1,5 is 84 pages. The analysis of the data was done in both Finnish and English language. This was because of a need for first to finish the report to the commissioning company, and then to analyze the results to this report. Such things were looked at during the analysis as what data is the most important for the case company, is there something left unsaid, do some of the results correlate, and what data is the strongest.

The analysis process was in accordance to that described by Hirsjärvi & Hurme (2001, 144.) First the transcript was read in great detail, after that the entirety was cut into different parts and material was themed depending on its relation to other interviews. Certain themes were combined to get stronger results, and the created themes were reflected in correlation with the material (figure 4.)

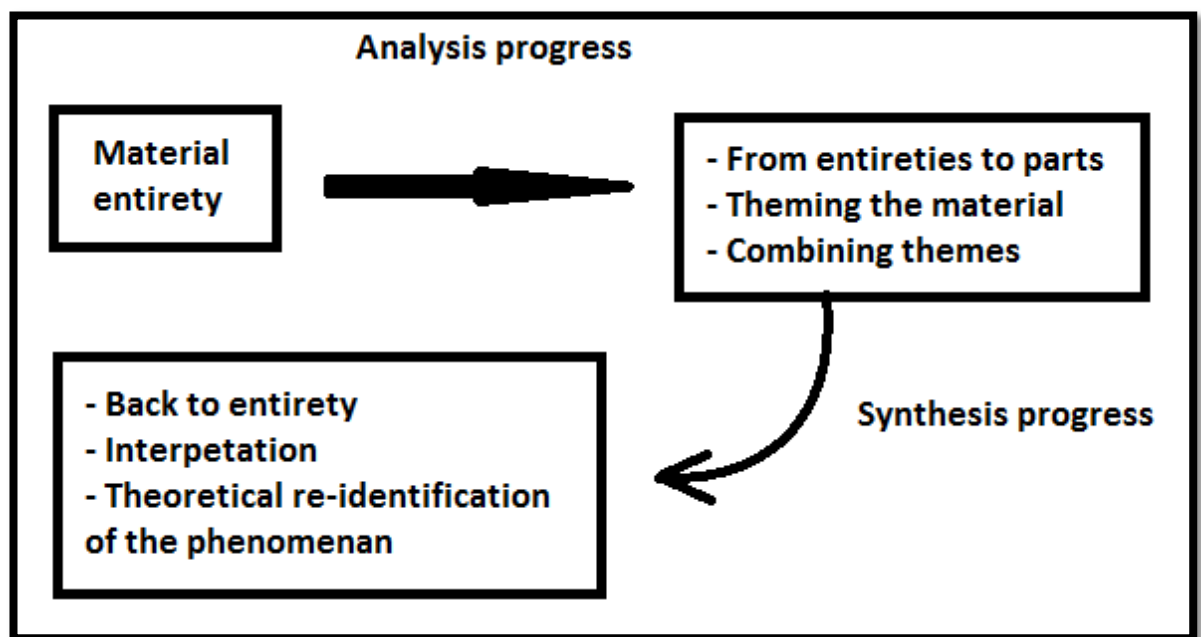


Figure 4. Progress from analysis to synthesis (Hirsjärvi & Hurme 2001, 144.)

During the analysis stage of the thesis six main themes were interpreted from the collected data. During the theming stage of the analysis following concepts were used as guidance: research problem, investigative questions, the interview method, the material, and the intuition of the author, these were suggested by Hirsjärvi & Hurme (2001, 148.) There were a lot of similarities and correlation within the answers of the interviewees, and thus the themes were collected. These themes were deemed as the most important by the author, because they provide answer to the IQ's.

1. Competitive advantage of personnel of company X internationally and domestically.
2. The most important skills and competences of international business in company X.
3. International knowledge development needs per expertise within company X.
4. The best methods for personnel of company X to learn international business knowledge.
5. Development findings of company X since the year 2009.
6. Emphasized findings of interviewees.

The reason for the given order is to have a logical arrangement of the findings; beginning from existing advantages that should be held during the development towards new advantages. After that, moving through findings of what is lacking, and what needs to be developed and how to develop those aspects. Lastly the development from 2009, what has been done better, what has been done poorly, and what still needs to be done. The results will end logically into emphasized findings that the interviewees wanted to underline.

The author created certain graphs from the collected data in order for them to aid during the analysis process, but they are also of great assistance here for their clarifying features. These graphs are not accurate as quantitative data frame, but their value is within decompressing the findings, not in creation of scientific assumptions. The graphs are present when going through the best learning methods, and the development findings since 2009. When analyzing the results, and formulating the graphs it was needed to gather information from the transcripts. The author created a table (figure 5) into Excel unto where he copied and pasted five more of similar tables, one per each major finding of the workshops of 2009. These were used to gather the information from the transcripts into the thesis with accuracy.

Stiffness of Finnish Communication and lack of small-talk skills			
Sales	3		
Is more important	Has not changed	Is less important	
3			
More is needed	No need of change	Less is needed	
2		1	
Has developed	No development	Has deteriorated	
Project Work	2	1	
Is more important	Has not changed	Is less important	
3			
More is needed	No need of change	Less is needed	
1		2	
Has developed	No development	Has deteriorated	
Service Production	2		
Is more important	Has not changed	Is less important	
2			
More is needed	No need of change	Less is needed	
2			
Has developed	No development	Has deteriorated	
HR	1		
Is more important	Has not changed	Is less important	
1			
More is needed	No need of change	Less is needed	
Has developed	No development	Has deteriorated	
International integration	1		
Is more important	Has not changed	Is less important	
1			
More is needed	No need of change	Less is needed	
		1	
Has developed	No development	Has deteriorated	
Total:	9	1	0
Is more important	Has not changed	Is less important	
10	0	0	
More is needed	No need of change	Less is needed	
5	4	0	
Has developed	No development	Has deteriorated	

Figure 5. The Excel analysis tool, created by author

4 The results of interviews

The chapter four goes through the themed results of the interviews. Goal of the chapter four is to serve as basis to discussion chapter, and to review the extent of the interviews. The subchapter 4.1 helps as a supporting chapter to find an answer to the investigative question one and two. The aim of discussing the competitive advantages of personnel of company X internationally versus domestically was to research whether there were differences there, and to find hotspots for development. Subchapter 4.2 answers directly to the investigative question one, by explaining the skills, competences and knowledge, of what is needed in international business. Subchapter 4.3 aimed to extract answer to investigative questions one and three. The method of gaining answers to investigative question three, with the subchapter 4.3 was to assess its results with the results from subchapter 4.2. Subchapter 4.4 was aimed at finding a direct answer to investigative question two, and also to find possible answers to investigative question three. Subchapter 4.5 with all its subchapters aimed at getting more specific answers to already analyzed development needs in the chapter 2.4, and through those also to answer all the investigative questions. The last subchapter of results chapter is 4.6 which gathers emphasized findings of the interviews, and answer the investigative questions one, two and three.

4.1 Competitive advantage of personnel of company X

There were some similarities between the competitive advantages internationally and domestically, that is expected due to company culture and main strategy shared in both domestic and international markets. On the other hand the sheer size of the global enterprise gives different advantages in different markets.

Personnel's competitive advantage domestically revolved around three specific areas that are recruitment and training, welfare services, and building the corporate culture. The most attractive according to the Sales was recruitment and training, welfare services and building the corporate culture. Service Production emphasized corporate culture and training of employees. Interviewees from Project Work claimed that most important aspects were the corporate culture and recruitment. Human Resources mentioned as the main competitive advantages the welfare services and the corporate culture. From the perspective of the international integration specialist the main competitive advantage in Finland is the corporate culture of company X.

The compliments for the corporate culture revolved around such a claim that albeit being a large company in Finland, the company X has been able to keep the feel of a small company within the employees. Due to this the bureaucracy is at such a level that it does not dim solo performances of individuals, neither trying new things within the company is banned, not even at social level. Company X acquired lots of praise to its company culture concerning work morals of individuals, if there was an issue that needed to be solved even during late hours; employees spent their time trying to find an answer, employees share a common entrepreneurs' spirit.

Other part that was noted as important competitive advantage of company X in Finland was training, and recruiting new individuals to the company. There have always been a lot of external candidates to different positions in the company although most positions are filled from within the company. The corporate culture and the benefits that are offered to employees serve as baits, as well as the well-known global corporate name. Not merely the quantity of recruits, but also the overall quality of them and their abilities as individuals have made it easier for HR to choose those recruits that fit the offered position the best. Targeting the correct segments with the right methods has been the reason behind recruitment success this far.

There is a lot of training available for the employees, and it is easy to sign up to the trainings, this has aided in creation of high class experts of different fields within the company. The emphasis of training towards better customer service received positive feedback from the interviewees as well, and the quality of customer service was mentioned as among top five in Finland.

Personnel's competitive advantage internationally were defined within, again, three different main topics; recruiting and talent management have successfully found individuals that are internationally oriented, global corporate culture promotes direct communication, and the massive size of the global company is of immense aid during the internationalization process.

The global corporate culture was brought up by all of the different specialist groups as one of the competitive advantages internationally. The integration specialist mentioned that though Finns are often shy that does not have to stand in way of international deals. The international deals can be arranged by correctly mixing bid-teams with foreigners and Finns, so the teams would have both; Finnish knowledge and foreign sales-expertise. This connects the up keeping and building of corporate culture with recruitment and managing talents of employees.

Interviewees from Project Work and Sales mentioned that the enthusiasm that comes with the new international setups create opportunities for those willing to seek for them. The corporate culture of company X allows individuals to start seeking, from within the company, new more international areas to work with if wanting to do so. Individuals are let to work in areas they wish to work, this of course happens within the company borders and with the tools and resources given by the company. This promotes motivation and wellbeing, and through those also the overall competitiveness of the company is increased. HR interviewee underlined the necessity of recruitment and talent management through the importance of holding the current talent in the company and trying to find the people who will not jump to another firm immediately once they receive more offers.

Service Production assessed the communication between the company X in Finland and the global company X as being the most important competitive advantage internationally. This is due to the vast amount of knowledge the global company has gathered through years of internationalization and even globalization. The largeness of the global company is important as well because it is wide spread and enables the Finnish company to use the global assets of the company whatever is the situation where the assets need to be taken care of.

4.2 The important skills and competences in international business

In this chapter, each specialty is distributed into different sections, so that the reader may clearly note what are the most important skills and competences for all the different interview groups. The integration specialists' questionnaire aimed at getting his ideas of what are the most important skills and competences for any employee of company X in Finland who works in international field.

During the interviews with the **Sales** department, four skills or competences were mentioned as the most important. All interviewees from sales department agreed that the most important competence is the competence to create social networks. Social networks are of great aid in all international (and also domestic) deals. The usefulness of social networks during deals is apparent in all stages of the deal, from the creation of the need until finishing the deals, and in any given problem situation.

Secondly important skill was that of recognizing different roles, and finding individuals to fill those roles. When for example creating an international bid-team it is of vital importance to find the roles needed in the team; team leader, specialist, sales man, and internationality specialist. This skill is closely attached to talent management process.

The thirdly important competence was the competence to see the structures and entireties. Each individual who is able to recognize the underlying reasons for his actions is able to consider the importance of each different segment of his work. Such individuals are also potential inventors of new processes while being able to insightfully comment the current ways of work. Managers who are unable to manage entireties cannot be given the responsibility to manage large structures. Such managers are also poor at receiving new orders from their managers, or new propositions to do things from their subordinates.

Communication was deemed the fourth important competence. Although the skill to communicate is at the same time the most important skill to have when creating social networks, it was important enough to be mentioned separately. Social networking skill is a sub-skill of communication, but as such it is vital when doing sales. When discussed about communication in general, such points rose as: skill to create efficient messages, skill to find the correct venue for the message, skill to understand poor messages, and skill to benefit from the communication of entire company X. Best salesmen were said to be aware of different styles of communication in both: verbal and non-verbal field.

Interviewees from the **Project work** department agreed that the skill to create social networks was the most important one. Social networks in project work were deemed important in order to be able to create high efficiency teams. Importance of social networks was also mentioned when in need to find the correct people who can help in finishing any given projects, because the case company's skill management sector is quite splintered.

“80% of difficulties are caused due to misunderstandings and bad communication.” (Project manager 2012.)

The second important skill for the project work was that of communication.

Communication rules over everything that happens in projects and people need to understand and weigh each others messages in order to achieve the common goal. Communication is also used in intercultural communication, whether the cultural differences were from two companies from the same country, or from two companies from opposite sides of the globe. The cultural differences were not mentioned being as important as procedural differences, and communication was mentioned as being the key in solving the procedural differences.

The third raised competence was that of attitude; one should be open, active and interested to learn new things. Openness relates directly to being social. Open people are able to create social networks, and are easy communicators, thus fulfilling the two most important skills of project work. Active people are often change agents within the company X. And people who work in technology industry need to be able to accept change, and implement the changing environment and tools in their daily lives, for that reason interest to learn new things was noted as important personality aspect.

Communication was mentioned as being the most important skill in international business field in **Service Production**. Finns were said to tend to believe that once something has been talked about, it is as good as a contract. This assumption has worked against Finnish launch-teams by creating illusions that things have been agreed upon, while in actuality they are not. To be able to fight against this, it is necessary to develop the level of communication skill within the launch-teams, in order to be able to assure the communication does not stand in the way of a successful launch.

“Nothing should be left unresolved with mere assumptions.”
(Department Manager 2012.)

Secondly important competence was that of having previous experience from international business actions. Experience may be gathered only by doing, and thus experiencing. Advantage of experience is that those with it are faster to make decisions, and those decisions are often towards the right direction. Those lacking the experience, may be able to do as qualitative decisions, but are working with less speed, because they need to gather the knowledge of how everything works first.

The third most important competence was that of flexibility. Those individuals flexible to work when the work needs to be done are the most wanted. In international field the hours differ a lot from the ones that Finns are used to. One should be able to work at any given time around the clock versus the Finnish weekdays from eight A.M. to four P.M. If a customer needs something at Sunday at nine P.M. and contacts the supplier, that could be seen almost as sacrilege in Finland.

HR's most important skill and a competence was that of knowing the international language, as well as understanding the culture. The business language of company X is English, therefore profound knowledge of this language is important, especially the business vocabulary. And because the customers of company X have spread their branches all over the world, it is important to have general understanding of cultural differences. The importance of this is elevated during expatriate missions: either from Finland to some other country or from some other country to Finland. It is not sufficient to acknowledge the cultural differences when sending an employee to expatriate mission, but it is also important to understand that an employee received on an expatriate mission might need the same type of support but in reverse.

The second most important competence was that of knowing one's own field of expertise. The expertise should be very well known while conducting international business, its importance is obvious especially in situations where no one knows what to do. By being aware of one's own expertise, during those situations one could move the process forward by not stepping into anyone else's shoes, and more importantly by doing all one can do to progress the situation.

It was deemed thirdly important to know the team one works in. This becomes more important when the team does long-distance work together. The team should be able to meet at least few times a year to be able to function better as a unit. Nothing beats the real-live interaction of people meeting within close proximity of each other. If the team does not know each other, the importance of that team is declined in the eyes of each individual. This causes dramatic loss of effectiveness.

4.3 International business knowledge development needs per expertise

According to the interviewees from the **Sales** department, networking is the most important development need. The management consultant mentioned that the networking could be developed by finding certain key individuals from within the company X who could focus on gathering contacts and being the contact between the individuals with a certain need and the individuals who could fulfill that need. Secondly the transition from the actual moment of making the sales into the production of the service needs to be developed. And the general knowledge of what can company X offer, needs to be developed so that all creating the offers would be aware of the limits of the company, as well as the potential of the company.

Interviewees from **project work** claimed that the most important development need is to implement the same processes from global level to all country branches in project work. Secondly the attitude towards the international business needs development; people should start to realize that the company X is a part of a larger group that works on a global scale. The language skills of the employees should be developed and this is among the top priorities, it was assessed as being the third most important development need. Lastly the communication was noted as something worth developing, mostly it was noted that within the general aspect of communication the one area in need of most development, was that of face-to-face communication. According to all interviewees from project work, the face-to-face communication could be developed through more international activities especially that of sending visitors to other global company branches.

Service Management claimed that most importantly communication needed development. The current way of communicating was found as ineffective, because of the main channel, which are emails. According to the department manager, the most effective communication tool after the face-to-face communication is the quick messaging, this even surpassing the phone calls. The co-operation between the northern branches of the global company should be developed further; this would give competitive advantage to all the different branches, due to their relatively close distance from each other, while serving different markets. Thirdly important need for development is in the interaction skills of the individuals, the main problem residing within the cultural understanding when crossing national borders, as well as in the general small-talk skills of Finns. The fourth most important development need was that of learning the best practice methods that already exist. It is bad economics to spend resources trying to build something that already exists, and is available in the global company.

According to **Human Resource** department the most important development need was to develop the language skills. It is difficult to work efficiently, if the entire team speaks English as their second language and no one speaks the same main language, if the individuals are poor at using the English language. The senior HR manager proposed language lessons as the remedy for this conundrum. The second development need was that of developing global integration further, and to enhance the global co-operation.

Entire Company X needs to develop the transparency of its internationalization through the entire company. This was seen as the number one key action towards reaching an atmosphere that would be positive towards international business within the company X. Second most important development need was that of identifying the change agents and supporting them. This would eventually benefit the entire change process by allowing more and more people to see the international field as the current reality. The last entire company scale development need was that, company X needs to understand that English is the business language of the global company, and thus implement this reality in its reporting, process creation, and the entire intranet.

4.4 The best methods to learn international business knowledge

The results revolved around the four before mentioned knowledge transfer methods: on the job learning, mentoring, coaching, and classroom training. But the director of operations and services added one more: self-learning. This however, was not added to the results, due to nature of self-learning being not in line with transferring knowledge. Self-learning may be supported by allowing individuals to knowledge sources, but it cannot be ordered, or forced, or it would no longer be self-learning.

The interviewees' opinions concerning the four key knowledge transfer methods were collected to a graph by the author (figure 6). The main use of this graph is to illustrate the results, while interpretation of the results were made by content analysis of the interview data and may be found from chapter 5, discussion. The graph visualizes the opinions of the interviewees, but may not be directed into key findings without discussion.

All of the interviewees felt that **on the job learning** is a good method for acquiring international business knowledge (figure 6). On the job learning was found good because it combines the learning through experience and the guidance of the supervisors and peers. This method was mentioned of being more risky for transferring knowledge than the others due to higher possibility of mistakes and errors, in case the learner is not the type to ask a lot of questions. According to service manager of project work, the company culture of company X allows mistakes. The cultures aim is not to punish but support new innovation and creativity, this means heavy support to on the job learning method.

“On the job learning tends to have bigger success rate.” (Director of operations and service, interview, 2012)

No one had ill experiences about on the job learning, and felt that it would be the fastest, and most cost efficient method of transferring international business knowledge. The company culture which supports employees was noted as being in critical position when using on the job learning. The aspect of the company culture that was deemed most beneficial was that failing is an option, as long as an individual learns from it.

“On the job learning is of number one importance, you should just step into the fire.” (Senior HR-Manager, interview, 2012)

Mentoring was considered the second most beneficial knowledge transfer method (figure 6). The only one against mentoring was the service development manager from service production. This is interesting due to the other interviewee from project work claiming mentoring to be the single best method of transferring international business knowledge. The service development manager had bad experiences of mentoring in manager academy. He claimed that he would not be able to spend his time in the mentoring process by being mentored, but he could work as a mentor. His bad experiences were that he felt that there was nothing he could have asked the mentor when they had mentoring meetings. The service development manager was unable to find common ground with his mentor, and found that there was nothing he would have wanted to ask the mentor that the mentor could have been able to give extra value to.

Mentoring was seen as number one supplement for on the job learning, but it could not be a stand-alone practice for transferring international knowledge. The learning by doing and the experience from on the job learning was noted as being the fuel for the discussion with the mentor. Benefits of mentoring were said to be the networking that happens during it, learning that affects both involved, learning through others mistakes, and the discussion that possibly leads to development of working methods for both the mentor and the one being mentored. The director of operations and service explained that in UK branch of the global company, the new recruits get to choose their mentors and this has proven to be good practice, due to bonding of the mentor and the mentored.

Coaching did not evoke as much discussion as the other methods, although the discussion was solely positive (figure 6). Positive aspects that were mentioned considering coaching were the same as those mentioned considering mentoring. But although views of coaching were mainly positive it was not considered as beneficial choice as mentoring, because company X has already highly developed mentoring processes. Entering the coaching practicalities was seen as more of a waste of time. Only four interviewees spoke for coaching: the senior HR-manager and all the interviewees from sales, no one else had an opinion.

Discussions considering **classroom training** were beneficial at showing that the given knowledge transfer method is not among the most preferred ones (figure 6). Service director from project work did not believe it to be a truly beneficial knowledge transfer method. It would be good merely for ensuring quick information transfer, but not sufficiently interesting for transfer of true knowledge.

“Classroom training needs people to put that knowledge into practice very quickly.” (Director of operations and service, interview, 2012)

Every interviewee from sales felt strongly against classroom training. The classroom training was seen as a thing from the past, and neither beneficial nor cost efficient. The only interviewee who felt that classroom training was truly beneficial in transferring international business knowledge was the same service development manager from service production who was against mentoring. But even he focused on specifically appraising workshops instead of lecturing, or presenting. The views towards lectures especially were highly negative. Such thoughts were said as, that the greatest benefactor of lectures would be Rovio, with increased sales.

Classroom training was intensely discussed, yet half of the interviewees were not for or against it. It was mentioned for being good channel to get important, but quick pieces of information across wide audience. Also its benefits in language training were mentioned, but it was mentioned that it should not be a medium for all internationality training due to its lack in experience development. The overall view of the interviewees towards classroom training was negative, but half had views that it is a necessary evil, because there is no alternative to it. The other half was more in lines of getting rid of it entirely.

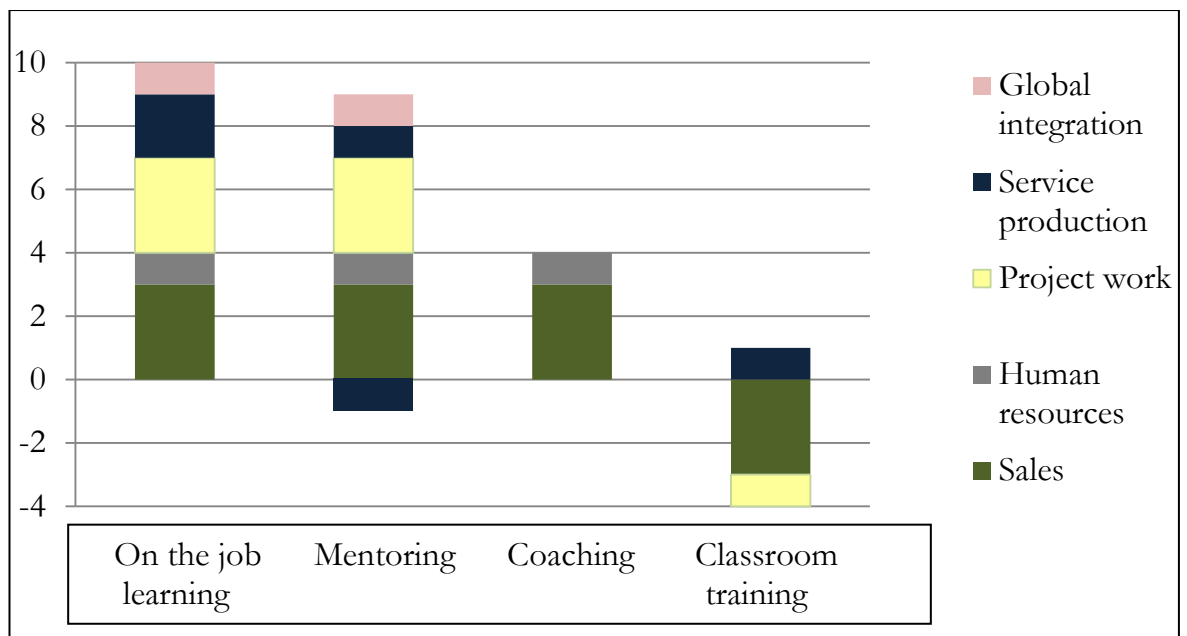


Figure 6. Positive and negative feelings of interviewees towards four main knowledge transfer methods of this thesis

4.5 Development findings of company X since the year 2009

This section of the report is distributed into five main subtopics. All the separate subtopics focus into different key finding from the 2009 internationality workshops of company X. There are again opinion graphs to illustrate the different views of the interviewees considering the changes since 2009. The integration specialists' opinions are included in these graphs although his views are external. But since the only purpose of these graphs is that of perspective and illustration, it is important to have wide arrangement of views.

The interviewee from HR was not able to answer to whether there had been development since 2009, because her work in company X had begun in autumn of 2011. All the other interviewees were able to answer all the questions, even the international integration specialist, for he had co-operated with the Finns since 2008.

4.5.1 Creating social networks in Finland and abroad

All the interviewees from **sales, human resources, international integration, and service production** agreed that importance of creating social networks in Finland as well as outside Finland, has increased since 2009 (figure 7.) The interviewees wanted to see more development in social networking inside company X between different global company branches, with foreign customers, and any potential customers. It was noted that networking advances everything. Thus costs could be cut back, errors could be fixed more easily, and more importantly errors could be avoided with the aid of tight social network. There was a common view among the interviewees, that the more there is international networking and international business, the need for even more networking increases.

The first contact should be acquired through focused channels, in service production through me and my team. This aids in finding the correct contact immediately, which in turn could cause higher purchase prices for example. (Department manager 2012.)

Two interviewees from **project work** felt that importance of creating social networks has increased since 2009. The service manager of project work claimed that importance of social networks has stayed the same (figure 7.) While according to the allegation of the service manager the importance has stayed the same, he reasoned that creating social networks has always been among the most important things employees should do, thus the importance has not increased.

All interviewees agreed that more social networks are needed for the same reasons that they were found important. Few interviewees noted that the networks should be built mainly around certain select individuals who would then act as information- and knowledge gate-keepers. Same interviewees agreed upon the need for more social networking all around as well as specifically to those individuals who would work as the focus channel.

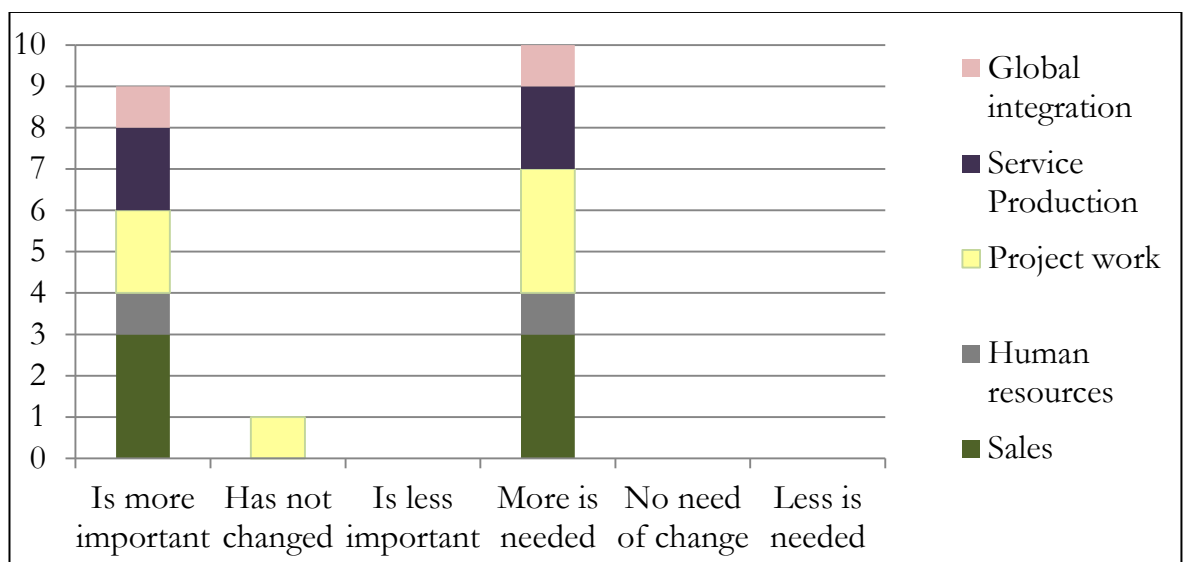


Figure 7. Interviewees opinions of social networks importance and need for more

All but one of the interviewees who were able to discuss the development of social networking since 2009 mentioned that it has developed (figure 8.) The management consultant from sales, who claimed that there has not been any development in this front, emphasized that he personally has not networked more during the time span of 2009 to 2012, but neither has he networked any less. The management consultant informed that he knows approximately ten employees who have created a significant network of international contacts within a year.

“I’d say it’s [international networks of Finnish employees] increased in figures, from 5% - 10% in 2009, to 25% - 30% currently.” (Director of operations and service 2012.)

The common view among the interviewees was that there has been a significant development in social networking in company X. The new contacts from the global company are mostly from within the Nordic area and some are from United Kingdom, but also from South Africa. The international customer contacts are still from anywhere the customers are targeting and offshoring. According to project director from sales, one proof of the new larger and more international networks is revealed when gathering together a bid-team, it does not only happen twice as fast, but it is also twice as international.

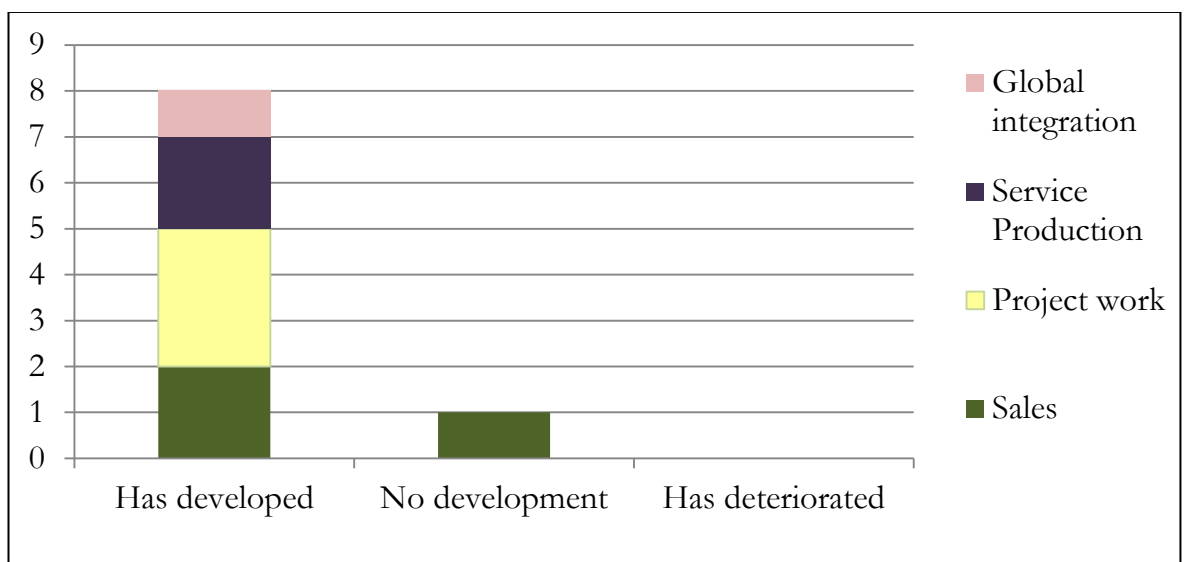


Figure 8. Interviewees opinions regarding development of social networks for company X

4.5.2 Cultural knowledge and understanding foreign customers

All the other interviewees saw cultural knowledge, and understanding a foreign customer more important than it was in 2009, except a service director from project work (figure 9.) The same interviewee felt that there is neither a need to change the current amount of cultural- and customer knowledge. Also service manager from project work felt that there is no need for more or less of cultural knowledge. According to the service manager in question, the reason why there is no need for more cultural knowledge is that all the customers' company cultures are of Finnish origin. He acknowledges that currently the importance of cultural knowledge is high, and it will be more so, this is in line with the opinions of majority of the interviewees. A project manager from project work felt that the greatest challenges in this area, are not those of cultural origin, but of personalities of those participating in international business activities. The service director, who felt that cultural knowledge and understanding a foreign customer is less important, also claimed that in the future it will be even less important. According to him, the growth of the global culture will refocus the need of in-depth cultural knowledge into a need of more general cultural knowledge.

“Everyone who is working in the Nordics should go to a cultural awareness course, because even each of the Nordic countries is different.”
(Director of operations and service 2012.)

Reasons why cultural knowledge and understanding a foreign customer was deemed more important now than 2009 was for example the increased activity in international business. Customers of company X are moving to foreign markets, and company X needs to stay with the customer, thus company X needs more information concerning international markets, and of cultural differences. Deepening the customer knowledge was deemed important especially when creating bids, especially when creating international bids. In the modern business area it would be foolish to go unprepared to an offering release conference, without being aware who to try to persuade. One should know who are releasing the offer, and what their cultural backgrounds are and gather a bid-team in accordance to that information.

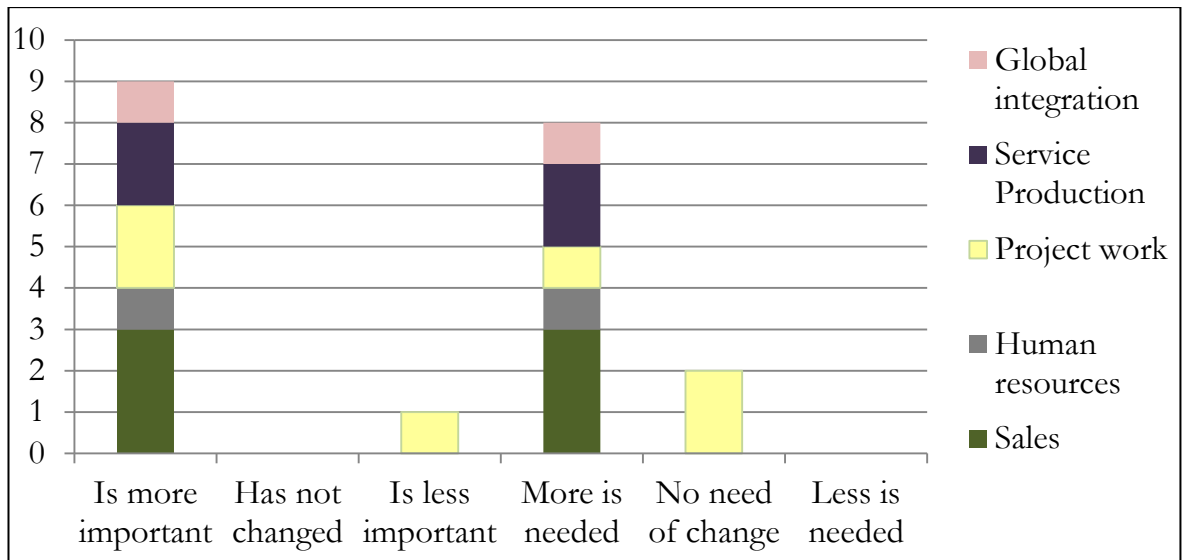


Figure 9. Interviewees opinions of importance and need of cultural knowledge and understanding of foreign customers

Majority of the interviewees agreed that there has been a development in the cultural knowledge and understanding foreign customer (figure 10.) Exceptions who said that there had been no development were a service manager from project work, project director from sales, and development manager from sales. Service manager from project work said that he hopes that there would have been development, but is afraid there has not been any. He feels that there are few select individuals, who most probably have gained cultural knowledge and understand the foreign customers more, but mostly employees in company X are far from being culturally aware. Development manager from sales feels that there has not been a development in cultural knowledge in company X, nor there is a need for it, because the internet is full of cultural knowledge. According to the project director from sales, there are still too many situations where a bid team goes to an offer request meeting without any knowledge who are the people sitting there.

The cultural knowledge and understanding of a foreign customer has developed according to the majority, but the common view is that there is a plenty of room for development, although company X has already come a long way. There is a rather collective though among most of the interviewees that all needed cultural information is available in the internet, just waiting for the knowledge miners. Another general view concerning cultural knowledge and understanding of a foreign customer is that, due to the massive global company, and the global company culture, there is no need to put resources into gathering cultural knowledge. The global company culture will obligate other national companies into helping company X in any problem in any foreign country. According to service director of project work, there are only two countries in the world that do not have any activity of the global company in them.

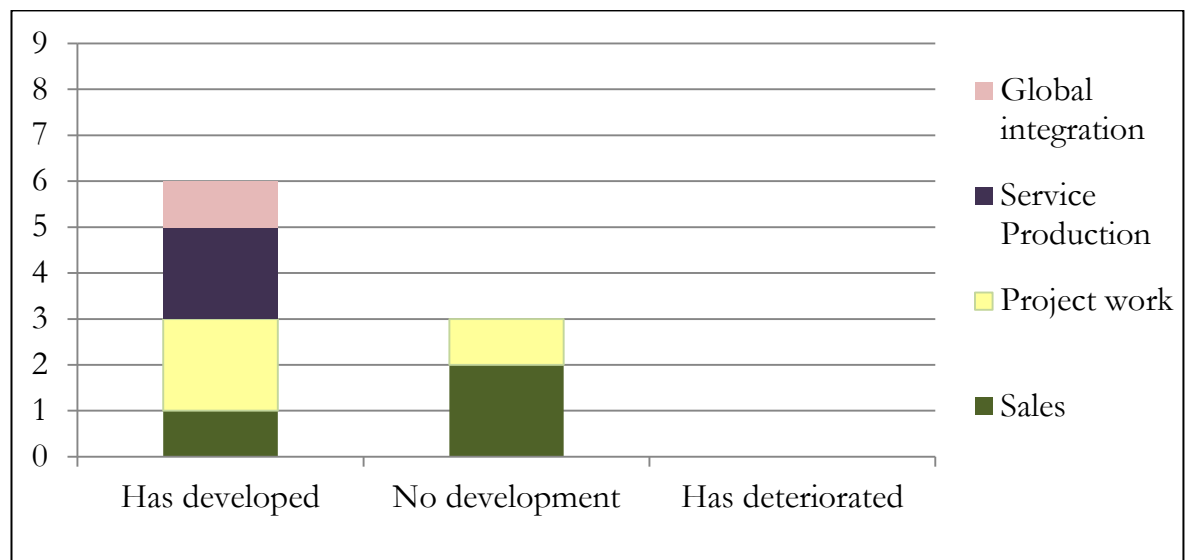


Figure 10. Interviewees opinions regarding cultural knowledge and understanding of foreign customers

4.5.3 Face-to-face communication with foreign customers

Discussion concerning face-to-face communication focused, during most interviews into whether there should be more outbound business flights. The common opinion was very positive towards increasing the amounts of flights, and almost all who spoke for increasing flights claimed that they would eventually pay themselves off by reducing costs caused by failed bids, or because of higher level of communication.

There was an interesting distribution of opinions of the interviewees from sales when discussing face-to-face communication with a foreign customer (figure 11.) Each interviewee from sales had a different opinion. Project director from sales saw that the face-to-face communication with customers is increasingly important, and more is needed. The competition has more of face-to-face time with the customer, and company X needs to start focusing into that as well. In the modern business world face-to-face communication is not only more important, but it is more important to focus to more high-title meetings, for example CEO meetings. Without developing more methods for meeting face-to-face company X might drop from the competition entirely, therefore it is important to stay with the stream.

According to the development manager from sales, travelling to other parts of the planet is inefficient and causes un-needed pressure to the environment. Instead of face-to-face meetings she sees the future of international communication in electronic communication tools, such as instant messengers and video conferencing tools. Importance of close proximity discussion was heavily emphasized by department manager from the service production. According to him, the importance of face-to-face meetings has increased, and more is needed. He claims that purchasing flying tickets cost somewhere between 300€ and 1000€, depending on the target location, and that ticket pays itself back relatively fast.

“Doing anything new requires physical attendance.” (Department manager 2012)

Both interviewees who commented that the importance of face-to-face meetings with customers has not changed, felt that those meetings are very important but not any more so than they were in 2009. The management consultant from sales, who says that no more of face-to-face communication is needed, feels that the costs would rise too much. There should be development and progress in the electronic tools, instead of physical face-to-face meetings. Service manager from project work emphasized the importance of communication outside business hours, and noted that one cannot do that through electronic devices. He noted that electronic communication tools have their uses, but cannot overthrow the importance of physical face-to-face communication.

“The best benefits businesswise come from the communication that happens outside meetings.” (Service manager 2012.)

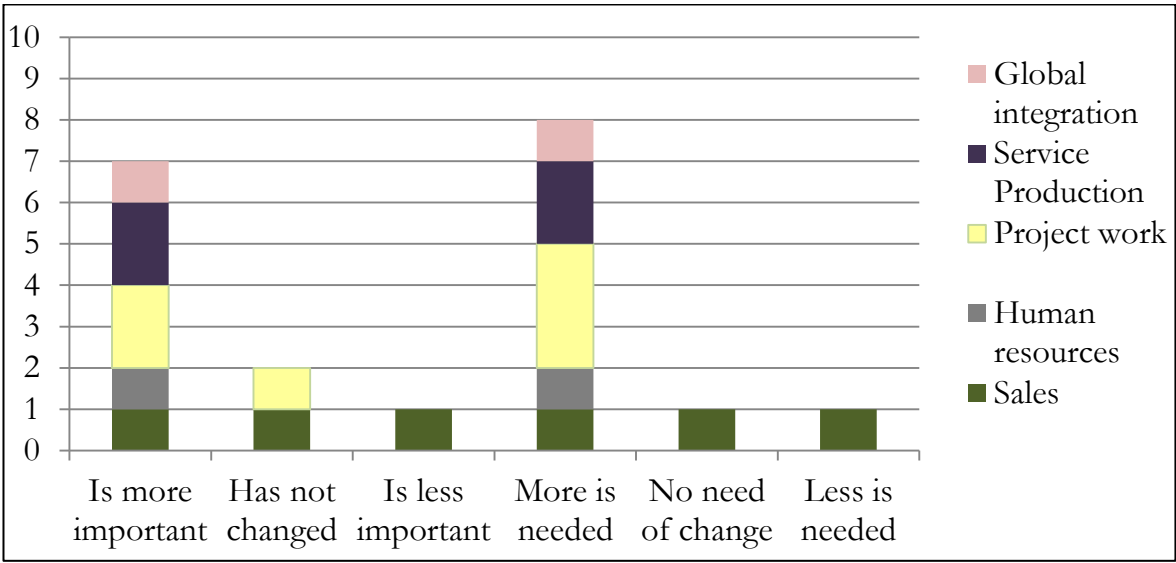


Figure 11. Interviewees opinions of importance and need of face-to-face communication with foreign customers

Five out of nine interviewees felt that there has not been development in the face-to-face meetings with customers (figure 12.) The development herein refers to both, quality of the meetings, as well as the quantity, where more means development. According to the international integration specialist, in 2009 the company X met with international clients only when necessary, but this has changed now.

“Company X has changed from reactive to pro-active.” (Director of operations and service 2012.)

Project director from sales commented that the competition has been better at arranging CEO level meetings with customers, but company X has become more adapt at arranging similar meetings in recent times. He also noted that in 2009 there were no international offer requests landing to company X, but now they are constantly becoming more common. Recognition of globalism of company X from the customers’ side has also been noted by the project director of sales.

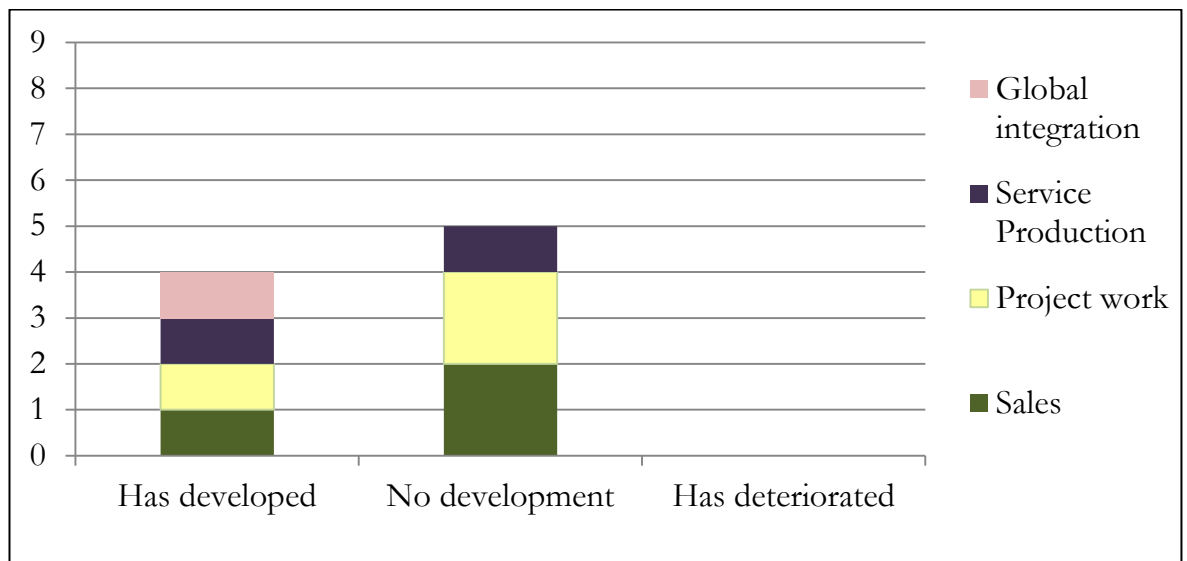


Figure 12. Interviewees perceptions of development regarding face-to-face communication with foreign customers

4.5.4 Use of electronic communication tools

All the other interviewees felt that the electronic communication tools such as quick messaging, emails, phone calls, conference calls, etc. have become more important, and will become even more important in the future, and that more is needed. Only the international integration specialist felt the opposite (figure 13), although he has seen that more and more people are using for example the email in daily discussions. In his opinion there should be less of usage of electronic communication tools, because they are slow, and ineffective, and may distort the message. According to international integration specialist, messages to English people from people who do not speak English as their first language, get translated directly to English. This causes difficulties to understand the message. International integration specialist wanted to turn around the current communication methods which he described being the following.

1. Email
2. Quick messaging
3. Phone calls
4. Conference calls
5. Face-to-face discussions

Although all other interviewees felt that there is a need for more use of electronic devices, for example the department manager from service production noted that he does not even count emails as being electronic communication devices. Mostly views towards emails were negative, and interviewees mostly said that they serve their use and are beneficial as instant documents of what has been said, but should not be used for discussion.

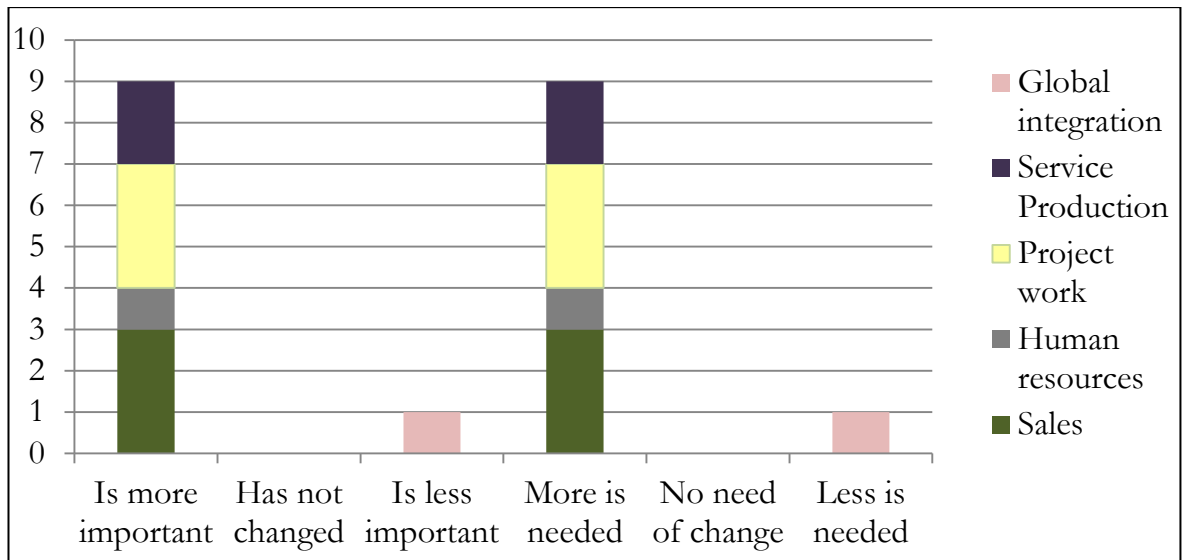


Figure 13. Interviewees opinions concerning importance and need of the use of electronic communication tools

All the interviewees felt that usage of electronic communication devices has increased, although the international integration specialist felt that it means that the usage has in fact deteriorated, where all the other interviewees felt that the usage has developed (figure 14.) The global integration specialist saw the increase as a bad thing, which causes communicational problems in increasing amounts. According to the rest, the development has been huge, for example due to the implemented quick messaging system that was not yet available in 2009.

“Email can become a monster, and people hide behind it as well.”
(Director of operations and service 2012.)

Service manager from project work mentioned that albeit the development of electronic communication tools has been beneficial, it should not take over face-to-face communication. He gave an example that if a customer should have a problem of considerable size, they will most probably get frustrated and angry if communication from company X would happen electronically instead of instantly travelling to the customer and showing that company X cares. This view that face-to-face communication and travelling to the customer should never be replaced by electronic communication tools was shared among all interviewees except development manager from sales, who saw the international travelling as unnecessary burden for the environment.

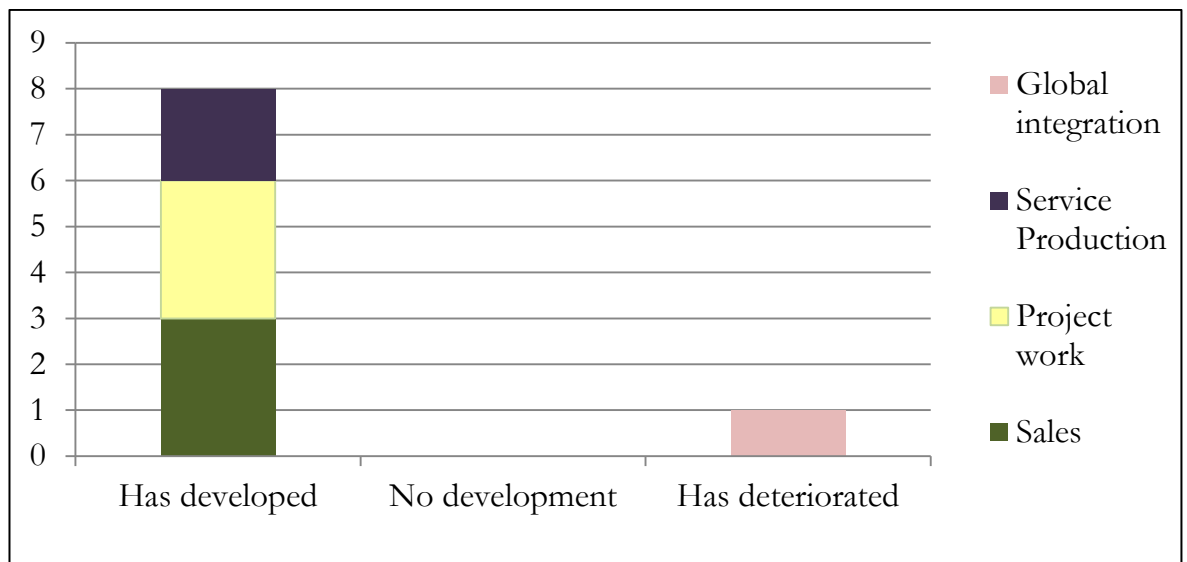


Figure 14. Interviewees perceptions of development in the use of electronic communication tools

4.5.5 The stiffness of Finnish communication and their lack of small-talk skills

Mostly the views towards Finnish communication- and small-talk skills revolved around perspectives that more development is needed, and they have become more important and will become more important in the future (figure 15.) Service director from project work viewed that the importance of communication and small-talk skills has not been as high as the common view appears. He claims that for example landing a successful bid is more about the substance of the trade than the small-talk skills of

the salesmen. Hi felt that developing communication- and small-talk skills could be beneficial for certain individuals, for example from sales or continuous service.

“[In international business] let’s use the local fellows, let them speak the crap in the beginning and we’ll deliver the substance.” (Service director 2012.)

Service development manager from service production explained that the importance has developed due to increasing amounts of international boards in Finnish firms. He felt that the more specialized an individual is into technical aspects of products the more difficult it is for them to be adept to small-talk with customers. Therefore the bid teams that are created should have within them those who are skilled in small-talk as well as those who know the technical details. The service development manager from service production also thought, that small-talk skills could be developed through language courses.

“If no one is able to discuss the synergy disappears, and that leads to people communicating with emails from that point on.” (Service development manager 2012.)

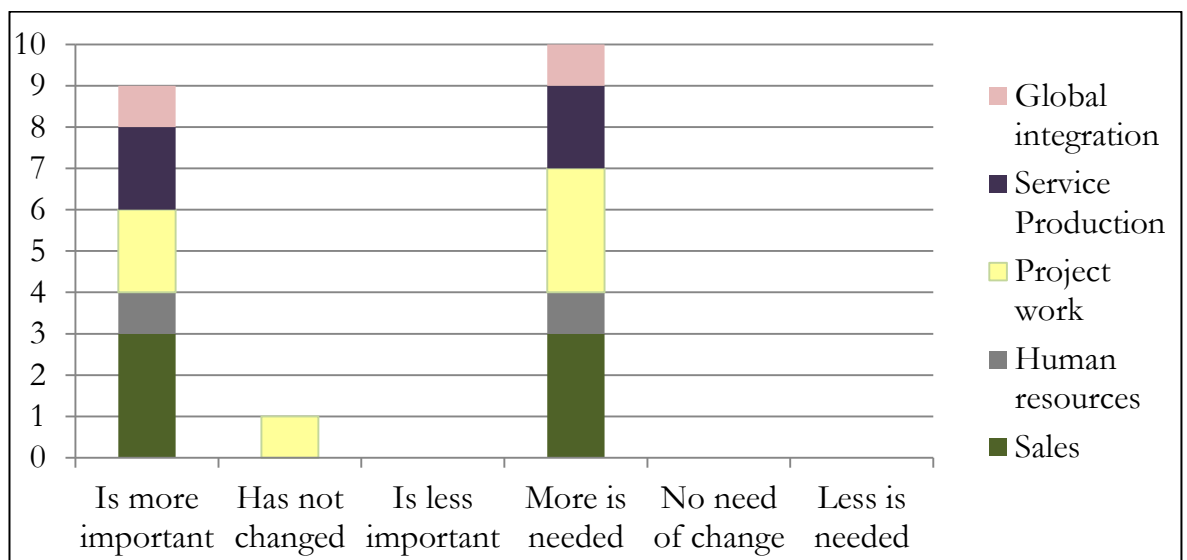


Figure 15. Interviewees opinions of importance, and need for development of the stiffness of Finnish communication and their lack of small-talk skills

The views concerning the development of communication and small-talk skills of Finns were mostly slightly positive (figure 16.) This was noted as one area where there is development, albeit being minor. The global integration specialist, management consultant from sales, project manager from project work, and service manager from project work all felt that there has been no development in this, and the reason is that it is in such depths in the roots of the Finnish culture. All agreed that change is possible, as the results depicted in figure 15 reveal, all the interviewees feel that more of communicational and small-talk development is needed.

The international integration specialist viewed that when he first arrived in Finland it took a significant amount of time before Finns started talking with him, or inviting him to after-work lunch or a drink. He felt that foreigners might take the lack of small-talk skills as a hostile gesture from the Finns, although he felt that it was not that, but instead a cultural characteristic of Finns. He mentioned that being a common link between Japanese and Finnish cultures. Development manager from sales described Finns as modest punch that do not make a lot of noise of their doings, that they create high quality, and expect high quality from everyone else in return. According to the senior HR manager, a method to develop small-talk could be a series of events that would enlighten the small-talk subjects that are commonly discussed in small-talk situations.

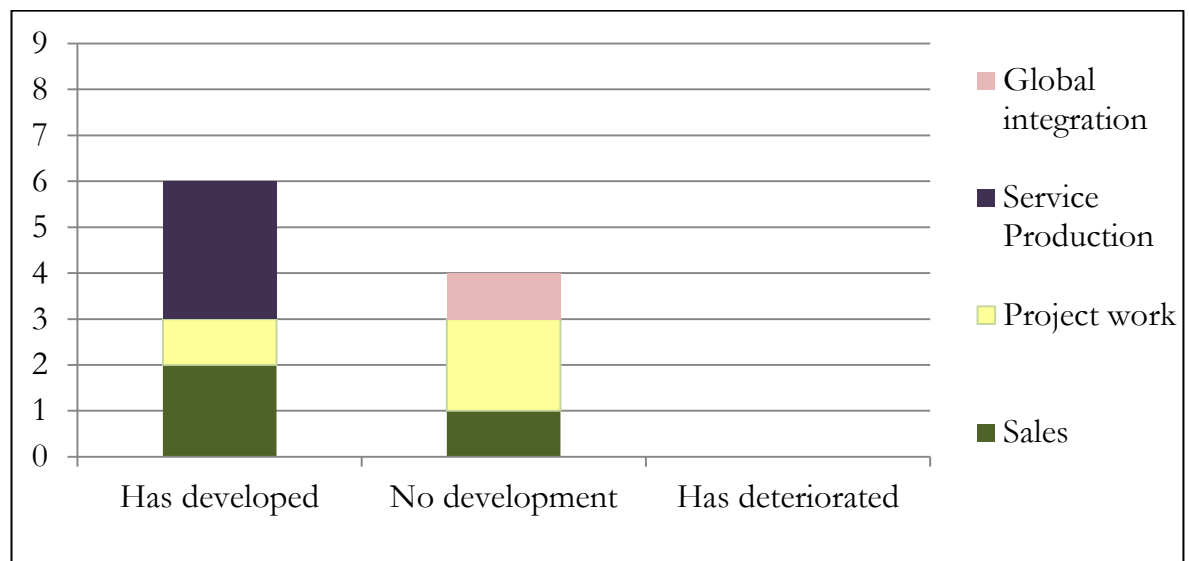


Figure 16. Interviewees perceptions regarding development of the stiffness of Finnish communication and their lack of small-talk skills

4.6 Emphasized findings of interviews

The emphasized findings are a collection of results that the interviewees wanted to promote themselves, as well as the results of the last question of the interview: how would you develop the international business skills of Finnish workers of company X? One motive of the final question was to allow the interviewees to summarize their most important thoughts, by letting them answer the broadest question last. The other motive was to enable assessment of the accuracy of the interview questions, by asking directly the research problem.

Tools for development exist already according to department manager of service production. He claims that all departments are able to boost their internationality progress by learning about the internationality and all aspects that company X has already started to develop towards it. This has to do with the second finding: **transparency of internationality needs to be apparent.** This was mentioned in the interviews of the department manager of service production, project manager from project work, project director of sales, director of operations and service, service manager from project work. The idea behind this finding is that no one in the company X should have to contemplate whether their company is doing international business, and at what level. The key of enforcing international perspective within the company X was mentioned being that of openness, employees of company X should be let know about the level of international activity and development. According to project manager from project work, this would create more change agents that would be beneficial in changing the attitude towards internationality. According to project manager from project work, the overall attitude towards internationality within company X is still a bit negative, and some employees appear to be afraid of internationalization, this should be changed, to increase efficiency and co-operation.

Developing communication skills is the key to progress this was apparent in all the interviews. Service manager from project work discussed a situation where he had travelled to United States of America to assess the functionality of the given service to the customer. In co-operation with the customer they made a test call to the service desk, the customer called and begun the call by saying: “Hi, it’s me here, how are you doing?” the service desk was silent for a long time, until finally they answered: “fine”. The service desk focused immediately to the problem, instead of taking a minute or two to focus to the customer, which appeared bad service for the American. Project director from sales, stated that developing communication, as well as developing anything, would take a significant amount of repetition, this view was similar with the view of department manager from service production.

5 Discussion

Discussion chapter focuses first on gathering key findings of the interviews, and reviewing them with the aid of the theoretical research. There is also a contemplation of how has company X developed in the key findings of the 2009 workshops, and how to continue that development. Another part of the discussion chapter is the findings of what are the currently best methods to transfer knowledge of international business in company X. This is continued with the development suggestions for the areas there was a need for improvement. In the latter parts there are suggestions for further research, in accordance to what seems beneficial in the light of this research, the methodological data analyses of both the interviews and the data from the 2009 workshops of company X. The chapter five ends in a review of the work of the author from the company's thesis advisors point of view, and finally to the personal learning of the author which will be written in the first-person format, thus conflicting the common format of this report.

5.1 Key findings

There are four key findings of the research, these are competitive advantages of company X's personnel, which are important to be aware of when developing new advantages. In case the old advantages have not been reviewed when developing new ideas, the old advantages might end up being no longer valid. The international knowledge development needs focuses to the specific areas that need to be developed in accordance to the results from the entire chapter 4.5 and all the subchapters. The development since 2009 workshops assessed the covered ground since the two workshops in 2009, the change in importance, need for more and assessment to which direction to go in the findings and what are the steps required to do so. Lastly the best methods of transferring international business knowledge in company X currently focuses to the findings of the chapter 4.4 and aim at assessing the findings in accordance with the theoretical research.

5.1.1 Competitive advantages of company X's personnel

The most important finding was that of **the corporate culture** as described in the chapter 4.1. It benefits individuals in learning and creating new processes, and methods to work. This gives benefits to on the job learning (chapter 2.2.2), which is a combination of experience and knowledge transfer, the benefits are that employees may make mistakes, without getting punished, and this creates an environment that supports learning through experience, with the aid of the experience of the knowledge transferor. The corporate culture of company X which also increases the motivation towards work could be used to benefit the mentoring method of knowledge transfer (chapter 2.2.2.) The global corporate culture that supports the different national branches in co-operation and integration would enable to start international mentoring programs that could be beneficial to all parties involved.

Training in company X was noted as being among the competitive advantages (chapter 4.1), the ease of signing to trainings and the variety of trainings available was praised. This is an important finding, it enabling knowledge transfer in the first place. If it were difficult for individuals to join in trainings, it would be more difficult to transfer knowledge, and the different methods of transferring knowledge should be investigated. In this case such an investigation is not needed, because of before acknowledged ease of joining training events and courses.

Among the collective competitive advantages was **recruitment and talent acquisition** (chapter 2.2.2.) The advantage here was noted as being the previous international knowledge of the new employees to the company X. This means that in the recruitment process there is already a search for knowledge reservoirs (chapter 2.2.1.) The acquired knowledge reservoirs not only benefit the existing processes within the company, but also in due time will start benefitting the co-workers, if the relationship between the knowledge reservoir and the co-workers allows such a benefit.

5.1.2 International business knowledge for company X

Among the key findings of the most important knowledge for how to do international business in company X was **communication** (chapter 4.2.) And into communication the basic rules of knowledge transfer apply; source, channel, message, recipient and context (chapter 2.3.1.) In communication this goes both ways, and is enhanced in face-to-face communication by motions of both communicating fixed into the communication. In chapter 4.5.4 international integration specialist noted that electronic communication tools distort the message easily. The international integration specialist noted that often messages to English people get translated directly. This causes a lot of noise mainly through distorted context, the source believes he is sending a complete message that he has formulated in his mind. He uses a dictionary, or in worst case scenario an internet translator program, this could cause the entire message to change. As the chosen channel is email there is no change for the recipient to ask questions or observe the emotions of the source, and the recipient may only review the message that might not appear to make any sense, figure 17 aims to explain this visually.

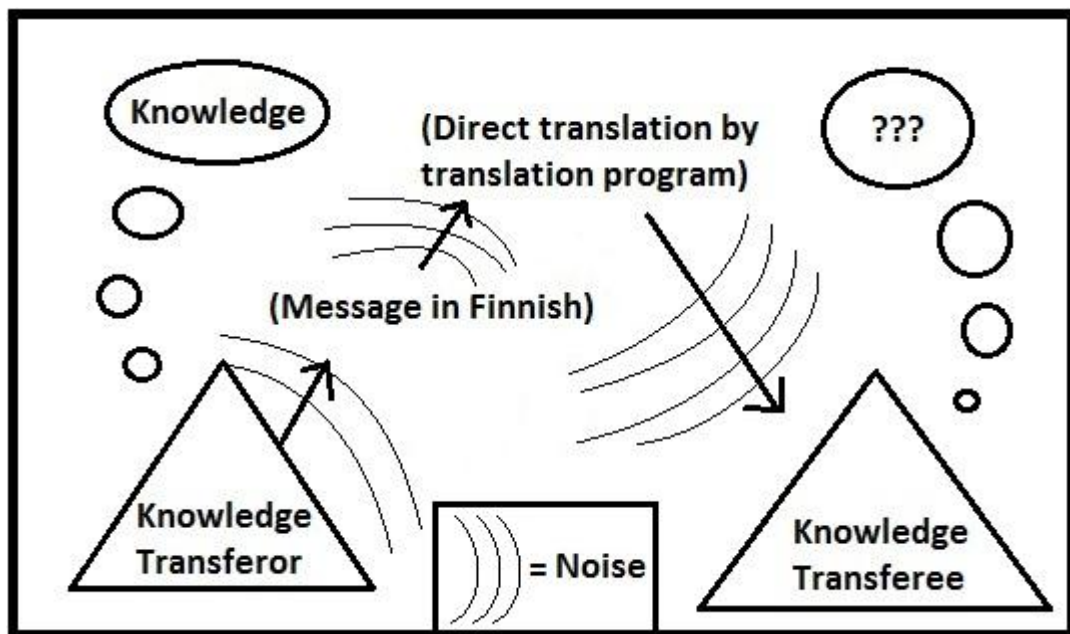


Figure 17. Noise due to distorted message caused by language barrier and a faulty channel in company X international communication

The second key finding for international business was that of **networking** in chapter 4.2. Networking was noted as being a force that enhances every process within company X. According to international integration specialist the current percentage of networking is around 25% – 30% (chapter 4.5.1.) This means that there is a huge room for growth, in case his assessments are correct. All interviewees except those from project work felt that there should be more social networking within company X (chapter 4.5.1), and suggestions on how this may be achieved may be found in the chapter 5.2.1. And an important finding was that since there is an existing department, that aids in international strives of employees of company X, all first foreign contacts should be created through that department thus costs could be saved in assurance that correct people and prices are found immediately (chapter 4.5.1.)

The attitude towards international business was found to be negative in general among the employees of company X (chapter 4.3, and 4.6.) This does not bode well for a company that strives for more internationality. According to project manager from project work, there are change agents already that are transforming the attitudes of their coworkers in company X (chapter 4.2.) A shift towards more **transparent** environment within company X was seen as number one key action towards truly international company (chapter 4.3.)

Throughout the research there were constant hints considering poor state of **language skills** within company X, but some direct comments as well. For example in chapter 4.3 both human resources and project work note that language skills need to be developed. According to human resources language skills are the most important skill to develop in international business. The state of language skills also was noted in the discussions considering international communication, where the context might get distorted when using dictionary, or due to insufficient language skill (chapter 4.5.4.)

5.1.3 Findings of the four knowledge transfer methods

According to the results **on the job learning** serves as the best international business knowledge transfer method, due to it combining learning through experience and knowledge transfer from peers and supervisors (chapter 4.4.) It was noted mostly though that **mentoring** would aid in the learning, and should be added to on the job learning. A certain trait in mentoring, which makes it beneficial in knowledge transfer is that although experience cannot be transferred, the knowledge that comes with the experience can. Joining together on the job learning and mentoring would create a scenario where there would be a mentor discussing with the mentored concerning difficulties where peers or supervisors were unable to assist in. Thus the mentors' time would not be spent in aiding in daily tasks, but of aiding in the dilemmas of grander scale. **Coaching** should not be considered, due its low interest in the interviewees and due to its similarity with mentoring (chapter 4.4.) Coaching would be more costly to company X than mentoring, and would not create as much value, and might lead to information leak, as the couch could be an outsider to the firm (chapter 2.2.2.)

Classroom training was the most controversial knowledge transfer method. But certain benefits were raised clearly in the interviews, for example the language training (chapter 4.4.) The main benefits of classroom training were also noted of being the quick information distribution, workshops, and discussions of larger groups. There is a need to either develop the quality of classroom training in every situation it is currently used, development suggestions are in chapter 5.2.2, or to discard the most unbeneficial classroom trainings from company X, suggestions on how to assess benefit of classroom training may be found from the chapter 5.2.2.

5.1.4 Development since 2009 workshops

Mostly all the interviewees noted development in creating social networks in Finland and abroad and in the use of electronic communication tools (chapters 4.5.1, 4.5.4.) There was more controversy depending on whether there had been development in cultural knowledge and understanding a foreign customer (chapter 4.5.2), and the stiffness of Finnish communication and their lack of small-talk skills (chapter 4.5.5) with a small minority of interviewees feeling that there had been development. The only chapter where there was a majority of interviewees who felt that there had not been development was the face-to-face communication with a foreign customer in the chapter 4.5.3, the key idea being that there should be more international flights that would allow employees to meet the customers or co-workers of other global company branches in person. The only chapter where an interviewee felt that there had been deterioration was the use of electronic communication tools (chapter 4.5.4) where the idea was that, although there had been development in quantity of usage of electronic communication tools that means at the same time deterioration of quality of their use, these were the thoughts of international integration specialist. He believed that to create efficient communication there needs to be a change of the order of how communicational methods are used from the order he gave in chapter 4.5.4 to be of the following arrangement of main methods:

1. Face-to-face discussion
2. Conference calls
3. Phone calls
4. Quick messaging
5. Email

In the results of all the subchapters of chapter 4.5 it is curious to note that often the graphs correlate in 'is more important' and 'more is needed'. This may be explained through an idea that once you know more of something, you at the same time know more of what you do not know. To an organization that wishes constant development, this creates a need to know more, and thus creates more development. Of course due to such small samples, this shall be considered as merely an opinion of the author, yet an interesting one.

5.2 Development suggestions

There are three key findings where development suggestions are given. The international knowledge development for company X focuses in what needs to be developed, and what methods to use when developing them. How to develop knowledge transfer methods focuses to development of the four methods themselves; what should be improved and how. The last chapter continuous development from 2009 workshops aims at giving suggestions on what direction the employees of company X should be maneuvered.

5.2.1 International knowledge development for company X

Communication skill was seen to be among the most important skills in international business by the interviewees from sales, project work, and service production (chapter 4.2.) Communication was also noted by project work, and service management as being among their most important development needs (chapter 4.3.) But also human resources felt that there should be development in international business language, this was the view of the international integration specialist as well. The simplest way to develop international communication is language and culture trainings these may be developed through international mentoring, or classroom training (2.2.2.) But as the classroom training was not favored by the employees of company X (chapter 4.4), the method recommended herein is international mentoring, or on the job learning with an internationally skilled knowledge transferor. But for language, and small-talk training, there was a considerable amount of approval even if they would be done as classroom training (chapter 4.5.5.)

To be able to develop the communication one should also develop the rules of how to use the tools. Due to the common feeling amongst interviewees that emails are being abused, and quick messaging systems should take over the discussions on emails (chapter 4.5.4), the rules on how, when and where to use emails, quick messaging, calls, conference calls, and face-to-face discussion, should be created. This would enable employees contacting their co-workers more accurately, by using certain communication tools in certain situations. For example if there is a need for a fast answer, that should be documented fast, an instant message would be in order. If there were a need to send a bunch of documents to several people and assess them and discuss them, without hurry, an email. If there was a need to fast get a piece of information, or change an item in company X intranet, a phone call, etc.

According to the interviewees from the service management, there is already a wide range to tools available in the global company resources, that have not been taken into use (chapter 4.3.) So finding and learning the **best practices** that have been already researched is an important step to take, to internationalize the company X without increasing costs. Also according to interviews from project work, there needs to be homogenization of working methods. Global company procedures that are in use elsewhere should be implemented into company X, to gain the most synergy in communication between international departments. Then an obvious, yet necessary finding to declare is that of individuals who are not yet accustomed to their areas of specialty should be found and trained in their specialty, as several interviewees discussed in chapter 4.3.

Developing **Transparency** of internationality within company X was noted as an important aspect according to many interviewees (chapter 4.6.) This should be done by increasing coverage of internationality in the intranet of the company X, and also through visible language training, cultural sensitivity discussions, and open discussion. The cultural sensitivity discussions could be done with the use of international mentoring; this would also increase the networking within company X as noted in chapter (2.2.2.) Increasing transparency would also support the change agents that were discussed in chapter 4.2, there should not be support that openly states who are

the change agents, and how they should be supported, this might cause less effective end results, as stated in chapter 2.2.1 about organizational structure being the more influential basis for employee involvement. The support should be discreet, and more in lines of creating data that change agents could use in any of their daily discussion with their co-workers, such data should be internationally oriented, and positive towards internationality. The attitude within the company has to change from the current; being afraid of internationalization, into more accepting (chapter 4.6.) The change would advance the process of creating an international company from company X

Creating social networks was noted as among the most important things that employees of company X need, to improve their work, and efficiency of the company X (chapter 4.5.1.) Mentoring and classroom training help to create social networks a side from the employees' co-workers that he or she meets daily (chapter 2.2.2.) The classroom training could be beneficial in language training, and small-talk training, as mentioned within this chapter earlier. But there is also room for creating social networks in international classroom trainings that could be arranged in any country that would be assessed of having knowledge that could be used in company X. Now as mentioned in chapter 4.5.3 the face-to-face meetings are seen as expensive, but also most interviewees deem them worth the while, and that the costs would be lowered through the gained efficiency and social networks. If there would be a reason besides a mere meeting, for example a training course the return on investment for flying abroad, or orchestrating an international course in Finland, would be easier to calculate.

5.2.2 How to develop knowledge transfer methods

Developing of **class room training** is not a mere suggestion, it is essential as the findings of chapter 4.4 reveal. If one specialist of internationalization out of ten feels positive towards class room training, and four specialists out of ten feel negative towards it, while five out of ten do not even have an opinion, it cannot be done the best way possible currently. And the only one who felt positive towards classroom training, felt positive towards workshops, not the lectures. The first thing to do when

starting developing the classroom training, is to research whether there is apparent and controllable noise, that could be removed (chapter 2.3.2.) Then an assessment of how well the five knowledge transfer factors are fulfilled; what is the knowledge that needs to be transferred, what or who is the source, is the selected source best in translating the knowledge into message, is the chosen channel the best that it can be, is the message formulated carefully and is it in context, who are the recipients, do they need this knowledge, and do they want this knowledge (chapter 2.3.1.)

Mentoring and **on the job learning** were noted as being the most beneficial knowledge transfer factors in chapter 4.4. And it is difficult to find anything to develop from methods that are deemed good already. Only notion towards something being a miss in mentoring, was a comment from service development manager (chapter 4.4), he did not think mentoring was for him. He had been in a mentoring process in manager academy, and according to his experiences, the mentors and mentored should be chosen carefully. The process of allowing new recruits to choose their mentors, which was described by the director of operations and service in chapter 4.4 could be beneficial in making sure that mentors and mentored will have a good relationship, and thus increased knowledge transfer and a new social network. Due to mentoring processes being far more developed in company X, **coaching** should be considered only in extreme situations, where a certain skill or competence that may not be found from within the global company needs to be integrated relatively fast.

5.2.3 Continuous development from 2009 workshops

In chapter 5.2.1 there is already a suggestion on how to develop the first article of this suggestions chapter; **creating social networks in Finland and abroad**, thus the discussion is not doubled herein. But this chapter now begins with suggestions to how to develop **cultural knowledge and understanding a foreign customer**. Although there were certain views among the interviewees that in the future the need for cultural awareness will diminish and that recognition of culture is not as important as individual personalities (chapter 4.5.2.) The majority felt that this item is more important now than it was in 2009 and more cultural knowledge, and more understanding of foreign customer is needed (figure 9.) First the focus group needs to be identified, and selected. To develop cultural knowledge and understanding of a foreign customer to the focus group, mentoring and on the job learning could be used together. The gained benefit would that of first learning through doing in on the job learning, where the knowledge transferor would assist in daily situations as much as possible. But more critical culture related dilemmas, as well as to answer any risen questions; there would be the mentor as knowledge transferor (chapter 2.2.2.)

Developing the **face-to-face communication with foreign customers** is important which is visible from the figures 10 and 11 in the chapter 4.5.3, majority of interviewees felt that it face-to-face communication with foreign customers is more important than it was in 2009, and that more of it is needed, but at the same time 5 out of nine interviewees felt that there had been no development in face-to-face communication with foreign customer. This means that although there was a recognized need for more face-to-face communication with foreign customer in 2009, the development findings of it are inconsistent. According to majority of interviewees developing face-to-face communication with foreign customers would require more flights to foreign customers first, and through that there could be findings of what else is there to be developed in the communication itself (chapter 4.5.3.)

Use of electronic communication tools was another contradictory topic among the interviewees, albeit common ground was often in development of quick messaging tools, and lessening email traffic (chapter 4.5.4.) A suggestion for development would be a rule set concerning how to use the electronic communication tools and what situations this idea is explained in more detail in chapter 5.2.1, in the communication paragraph.

The last item discussed was **the stiffness of Finnish communication and their lack of small-talk skills**, this was another topic where there were contradicting results concerning whether there had been development or not (chapter 4.5.5 figure 16.) But the results concerning whether the importance of this topic had changed, and whether there was a need for more had almost no contradiction, everyone agreed that more is needed, and everyone except a service director from project work felt that it is more important than it was in 2009 (chapter 4.5.5 figure 15.) A method to develop the small-talk skills of Finns would be that of first identifying the personnel that needs to adapt small-talk skills to be better at their works and more increase effectiveness of their work. After this determining whether some of the found individuals are eligible language training, and through that develop also their small-talk skills as depicted in chapter 5.2.1 under communication paragraph. Those who do not need their language skills enhanced, should develop their small-talk skills through a workshop, aimed at letting all participants know what are the common small-talk topics, and what kinds of topics could be assessed as small-talk (4.5.5.) Another method of developing individuals' small-talk and communication skills are the discussions with mentors as described in chapter 2.2.2.

5.3 Suggestions for further research

The most important topic for future research in the authors' opinion would be that of researching possibilities of **personnel transfer** in company X. This whole branch of research would consist of existing theories concerning expatriates, and all the tools the global company may provide with the existing experiences of that in the company X. That would support the study of how to increase the international business knowledge of Finnish employees of company X. Researching personnel transfers benefits and disadvantages would be able to also answer to the debated question of costs of flights versus the gained benefit (chapter 4.5.3.) And how the personnel transfer could benefit in international knowledge development and transfer.

There should be a research made into how to use the electronic communication tools to enhance their effect. More specifically, what tool to use in which situation, and then when not to use any electronic communication tool, but to meet the communications partner. One focus of this research could be of how much email per day an individual employee should be able to handle without that being a hindrance in daily work.

5.4 Methodological reflection of the research

This chapter reviews the methodology of the thesis. The workshops of 2009 and the interviews conducted by the author are reviewed. Also the data that was collected from the interviews. Reliability, legitimacy, and effectiveness are being assessed between the theory framework and the research.

5.4.1 Company X's 2009 workshop data analysis

The data for the company X 2009 workshops was well structured, although the points were foggy at times. Due to the immense amounts of workshop attendees, and their specialty areas the data was valid and truthful where it was used, and that was to assess the internationalization progress of company X since 2009, as well as help finding answer through the interviews for all the investigative questions.

If the data were to have been used as the main data for this thesis, it would not have been reliable due to its unspecific nature, and lack of reporting around it. The process description for the internationality expert community as described in chapter 2.3 the data was sufficient and fitting. As well as it was after analysis and generalization of its results and the usage of it as support and aid. The validity of the data was increased once author was able to discuss their results with the HR business in June 4th, 2012 who had put the data together.

5.4.2 Assessing the specialist interviews

The reliability of the interviews that were conducted for the thesis work is assessed through the interviewees' specialties aligned with the research problem. As the research problem is international business knowledge development of Finnish employees in company X, all the interviewees are clearly in appropriate position to answer as reviewed in chapter 3.1 where internationality backgrounds are discussed. Even the integration specialist, who has been working in co-operation with Finns since 2008 was more than an excellent interviewee due to his profound knowledge of international aspects in the global company. And as an external perspective, his was used to assess the findings of the Finns, and it is curious to note, that several of his ideas aligned with those of the Finnish internationality specialist, thus implying that the findings of the research were on the spot.

The interviews were successful, although more discussion in some of them would have been beneficial, but was noted hard to excavate during the interviews. To have been able to increase the quality of the interviews there should have been at least 15 minutes to discuss without the audio recording and to get to know the interviewee a bit during that time. This would not have been possible in most cases due to the tight schedules of the interviewees. It was observed that certain interviewees got more formal once the audio recording device was turned on and set in appropriate position to capture the interviews. Another development for the audio recording would have been a better choice of location, due to strong echoes in certain conference rooms; this would have eased to process of transcription.

These interviewees were appropriate at getting the big picture of how should already highly internationally integrated individuals develop their knowledge through knowledge transfer, and what difficulties there are in their area of expertise. Also the provided information of what are the preferred knowledge transfer methods within company X was an important finding that the interviewees were fitting to answer. To get an answer for what are the perceptions of employees who are not yet internationally integrated towards favored knowledge transfer methods; an interview setting with more employees that do not have previous international business experience would be more adequate, yet this might not be able to answer whether the preferred method was the most effective.

5.5 Presentation to company X and feedback

The findings were presented to company X in a PowerPoint presentation in June 14th, 2012. The findings of the research and suggestions evoke discussion during the session, and after the session the presentation was congratulated by all the session participants. There were a total of 13 participants in the presentation session.

1. Director of product services
2. Team leader, product services
3. Human resource director
4. Management consultant, sales
5. Project manager, project work
6. Senior HR manager, human resources
7. Service development manager, service production
8. Director of service, project work
9. Development manager, sales
10. Thesis advisor of company X, human resources
11. Department manager, service production
12. Project director, project work
13. HR manager, human resources

The evaluation of the presentation and the thesis process from the company X thesis advisor in October 8th, 2012 was the following: “Mikko Järvensivu managed the thesis systematically and in accordance with the project plan. The work was done with independence and with vigor, also the presentation session was successful.” “The thesis gathered from its part the knowledge from different units concerning implementation of internationality and brought visible certain practical challenges concerning the internationalization.” The original messages may be found from as the attachment 4. There were two other emails that congratulated the author upon successful presentation: “Thank you, Mikko. Well Done, a joy to read.” From senior HR manager, and from human resource director: “Hi Mikko, Thank you from a good presentation and material.” Both messages were received June 14th, 2012 and the originals with names changed into titles maybe found as attachment 4. The authors work for the thesis was compensated monetarily by the commissioning company.

5.6 Personal learning

When assessing my own work concerning this thesis project, that has taken almost a year in total; I can certainly see a development in several fields. Firstly the entire process of planning any writing, research, or study related assignment seems far simpler. Secondly contacting the people who have the knowledge you need, in any minor or major task you are conducting has become more natural. Thirdly my entire project planning and management skill has developed a lot, and I feel that I am able to assess the needed time to finalize tasks more accurately. My competence to assess theoretical sources, and their validity, has increased. And I feel that also my competence to be able to drop certain theories that are interesting but not within demarcation has developed.

My knowledge concerning the case company has increased. I am more aware of their working methods, and the entirety of the company, especially the internationally oriented branch. I am now also more aware of employee related difficulties large companies might face when focusing into international trade, and methods of how to overcome such difficulties. I believe the coherent image of international trade and the knowledge it takes in the case company serves me well in whatever future setting awaits me.

Conducting the interviews, the presentation of the findings to company X and handling with the special status of this report, were new situations to me, that thought me new behavioral models. Being aware of these models, and shaping them in line with continuous learning, is part of my after work for this thesis. In total, I feel that I have learned through this thesis more, than I ever did in any course during my studies, and this is not meant to put down the courses.

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Attachments

Attachment 1. The overlay matrix

Investigative Questions (IQs)	Theoretical Framework	Measurement Results	Discussion
1. What knowledge is needed when doing international business in Company X?	2.1.2, 2.3, 2.4	4.1, 4.2, 4.3, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.6	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.3
1. What are the best methods to improve company X's personnel's knowledge in international business?	2.1, 2.1.1 , 2.1.2, 2.4	4.4, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.6	5.1.1, 5.1.3, 5.2.1, 5.2.2
2. Are there difficulties in knowledge development in company X, if so how to overcome them?	2.2.1, 2.2.2, 2.4	4.1, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.6	5.1.1, 5.1.2, 5.2.1, 5.2.2

Attachment 2. The approach email and interview questions

The research is qualitative and focuses to researching international business knowledge of Finnish employees of company X. My intention is to find out **how to develop international business knowledge of the Finnish employees of company X?** This research is looked at from four perspectives which are: human resources, project work, sales and service production. The investigative questions are:

3. What knowledge is needed when doing international business in Company X?
4. What are the best methods to improve company X's personnel's knowledge in international business?
5. Are there difficulties in knowledge development in company X, if so how to overcome them?

These there investigative questions have been opened into the interview questions. These measurement questions are listed below, and **I hope to get to be able to sit down with you and discuss the questions you feel you are able to give answers to.** These questions have been formulated into two distinct themes; the first theme focuses to you and your specialty, the second theme focuses to the results of internationality workshops orchestrated in 2009, and development of those results within company X. With your permission the interview will be recorded.

Theme 1. The specialty area of the interviewee

1. What internationality aspects there are within your area of expertise?
 - 1.1 What are the most important skills in your area of expertise?
 - 1.2 What skills need to be developed in your area of expertise?
2. What kinds of different international activities have you participated in?
 - 2.1 Have you noticed development needs in that activity?
 - 2.1.1 How should it be developed?
3. What do you think are the competitive advantages of the personnel of company X in Finland?
 - 3.1 What is the competitive advantage of company x's personnel internationally?
4. What do you deem the best learning methods for the personnel of company X, so that they would learn international business knowledge?

- 4.1 How do you feel about Mentoring?
- 4.2 How do you feel about Coaching?
- 4.3 How do you feel about On the Job Learning?
- 4.4 How do you feel about Classroom learning?

Theme 2. The biggest problems and most important aspects found in the internationality workshops of company X in 2009 are:

- 5. Personal networking both domestic and foreign was seen important.
 - 5.1 Has this changed?
 - 5.2 What is the situation currently?
 - 5.3 How do people acquire personal networks currently?
 - 5.3.1 How should it happen?
- 6. Cultural knowledge and knowing the foreign customer in detail was important
 - 6.1 Has this changed?
 - 6.2 What is the situation currently?
 - 6.3 Is it difficult or easy to find cultural information about the customers?
 - 6.3.1 How should this kind of information be acquired?
- 7. Face-to-face communication with the foreign customers was important.
 - 7.1 Has this changed?
 - 7.2 What is the situation currently?
 - 7.3 What kinds of methods are being used currently?
 - 7.4 Could this be done better?
 - 7.4.1 How should this be done better?
 - 7.5 How useful are the electronic communication tools when doing international business?
 - 7.5.1 How much are they used?
 - 7.5.2 What would you say to be a good amount for using electronic communication tools?
- 8. Finnish communication was mentioned for being stiff, and it was noted that Finns lacked Small-Talk skills.
 - 8.1 Has this changed?

- 8.2 What is the situation currently?
- 8.3 How should these skills be developed?
 - 8.3.1 Could this problem be tackled somehow?
 - 8.3.2 Can this problem be avoided somehow?
- 9. How would you develop the international business skills of Finnish workers of company X?

Attachment 3. The approach email and measurement questions for the international integration specialist

Interview of Mr. [First name] [Last name]

[First sentences needed to be removed due to NDA]...and I have been studying Bachelor's degree in International Business in Haaga-Helia at the same time. This interview is part of my thesis work, the topic is "The analysis of competences and actions needed to improve the international business knowledge of Finnish workforce, case: Company X." (Due to NDA I won't be using the names of the interviewees, our company or anything that might danger the terms of contract)

Thesis research is qualitative and focuses to company X's employees' international business knowledge (Word knowledge is used to combine skills and competences in this Thesis.) The research problem is **How to develop international business knowledge of the Finnish employees of company X?** I have three investigative questions derived from the problem, these are:

6. What knowledge is needed when doing international business in Company X?
7. What are the best methods to improve company X's personnel's knowledge in international business?
8. Are there difficulties in knowledge development in company X, if so how to overcome them?

This interview consists of two themes; the first theme focuses in your area of expertise, and the second one focuses on four key findings of two internationality workshops that were conducted in company X in 2009. By interviewing you I am trying to get an outsiders view for this subject, so even if you feel that you could not answer some of the questions, this research would benefit even from your opinions. With your allowance the interview will be audio-recorded.

Theme 1. The specialty area of the interviewee

1. What international aspects there are at your area of expertise?
 - 1.1 What do you consider to be the best skills and competences in your area of expertise?
 - 1.2 What skills and competences should be developed in your field of specialty?

2. Into what kind of international activity have you participated in Company X?
 - 2.1. Have you noticed anything in need of development within that activity?
 - 2.1.1. How should it be developed?
3. How much/how long have you interacted with employees from Company X?
 - 3.1. What do you think is (or are) the competitive advantage(s) of Company X in personnel's skills and competences within Finland?
 - 3.1.1. How about internationally?
 - 3.1.2. What could be developed?
 - 3.1.3. How could it(them) be developed?
4. What kind of learning methods would you deem to suit best the employees of Company X when transferring international business knowledge?
 - 4.1. (For example: mentoring, coaching, On the job learning, classroom learning)

Theme 2. In 2009 there were two workshops in Company X that were aimed at finding problems and important aspects concerning internationalization of Company X. The four key findings were:

1. Personal networking both domestic and foreign was seen important.
 - 1.1. At what level was networking of employees of Company X in 2009?
 - 1.2. How networked are employees of Company X currently?
 - 1.3. How would you suggest employees of Company X should build their networks?
 - 1.3.1. Are there any specific methods in use for networking in Company X?
2. Cultural knowledge and knowing the foreign customer in detail was important.
 - 2.1. At what level was Company X employees' cultural knowledge in 2009?
 - 2.2. At what level is the cultural knowledge of Company X's employees currently?
 - 2.3. Is it easy or difficult to find information about different cultures and customers?
 - 2.3.1. How would you gather this kind of information?
3. Face-to-face meetings with international customers were found very important.
 - 3.1. How much were face-to-face meetings used by employees of Company X in 2009?
 - 3.2. How much are they used now?

- 3.3. What are the most commonly used communication methods currently?
- 3.4. Do you feel that there room for development here?
 - 3.4.1. How?
- 3.5. How useful are the electronic communication tools when doing international business?
 - 3.5.1. How much are they used?
 - 3.5.2. What would you say to be a good amount for using electronic communication tools?
- 4. Finnish communication was mentioned for being stiff, and it was noted that Finns lacked small-talk skills.
 - 4.1. Have you had problems with these mentioned issues with Finns?
 - 4.2. Has this changed?
 - 4.3. How would you develop communication and small-talk skills?
 - 4.3.1. Is there anyway to go around this, or do you have other suggestions?

Attachment 4. Finnish Thesis feedback by email

From: Thesis Advisor
Sent: 8. lokakuuta 2012 13:30
To: Järvensivu Mikko
Subject: RE: Lopputyö arviointi

Moi Mikko,

Hienostihan se sujui, vaikka näin voit raporttiin laittaa:

Mikko Järvensivu hoiti lopputyön toteutuksen systemaattisesti ja toteutussuunnitelmaa noudattaen.

Työ tehtiin itsenäisellä otteella ja rivakasti, myös työn esittelytilaisuus onnistui hyvin.

T: Thesis Advisor

From: Thesis Advisor
Sent: 8. lokakuuta 2012 14:23
To: Järvensivu Mikko
Subject: RE: Lopputyö arviointi

Moi,

Siihen liittyen voit laittaa vaikka seuraavaa:

Lopputyö kokosi osaltaan eri yksiköissä olevaa tietoa kansainvälistymisen toteuttamisesta ja toi näkyväksi kansainvälistymiseen liittyviä käytännön haasteita.

From: Senior HR manager
Sent: 14. kesäkuuta 2012 12:17
To: Järvensivu Mikko
Subject: RE: Kainsaivälisen kehittymisen PowerPoint-esitys 14.6

Kiitos, Mikko. Hyvää työtä, ilo lukea ☺

Mukavaa kesää sinulle,

t. Senior HR manager

From: HR Director

Sent: 14. kesäkuuta 2012 15:52

To: Järvensivu Mikko

Subject: RE: Kainsaivälisen kehittymisen PowerPoint-esitys 14.6

Hei Mikko

Kiitos hyvästä esityksestä ja materiaalista.

t. HR Director

Attachment 5. Finnish letters concerning intentionality workshops of 2009

From: HR Business partner
Sent: 8. lokakuuta 2012 9:59
To: Järvensivu Mikko
Subject: KV- osaajayhteisön toimintasuunnitelma

Heippa,

Tässä sinulle luettavaksi ja hyödynnettäväksi KV-osaajayhteisön toimintasuunnitelma. Osaajayhteisö todellakin ”eli” noin 1,5 vuotta ja kuihuit pois, sillä ydinryhmä totesi asioiden muuttuneen matkalla sen verran, että erillistä ryhmää näitä asioita edistämään ei enää tarvittu.

<< File: KV-osaajayhteisön Toimintasuunnitelma FY11.doc >>

Terkuin,
HR Business partner

Attachment 6. The list of participants of 2009 intentionality workshops

Information gathered September 29th, 2012. The unknown are those who no longer work for company X, and thus no information of them was available, and their names cannot be published due to NDA.

Participants to the workshop in 5.10.2009:

Title	Unit	Department
Unknown	Unknown	Unknown
Account Manager	Infrabusiness	Sales
Department manager	Service production	Quality and development
Group manager	Service production	Customer support
Development manager	Service production	Server center
Group manager	Service centre	Direction and management
Production manager	Service production	Production manager
System Specialist	Service production	Infraservice
Infrastructure Architect	Service production	Infraservice
Unknown	Unknown	Unknown
Infrastructure Specialist	Service production	Infraservice
Unknown	Unknown	Unknown
Senior Development Manager	Y-department	Product L-strategy
Development manager	Service production	Use-services
Logistics manager	Service production	Equipment services
Unknown	Unknown	Unknown

Participants to the workshop in 13.10.2009

Title	Unit	Department
Customer Support Specialist	Service production	Customercare
Development manager	Service production	Quality and development
Service manager	Infrabusiness	Servicemanagement
Project manager	Service production	Infraservices
Use support	Service production	Customercare
Sales manager	Areabusiness	Sales
Solutions manager	Infrabusiness	Sales
Project Director	Softwarebusiness	Special Competence Office
Service manager	Infra	Servicemanagers
Sales manager	Softwarebusiness	Servicemanagement
Unknown	Unknown	Unknown
Lead System Architect	Softwarebusiness	Enterprise Information Services
Unknown	Unknown	Unknown
Project director	Areabusiness	Unknown
Unknown	Unknown	Unknown